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Faculty Senate Librarian's Report

February 3, 2006

A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian's report.

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ACADEMIC STANDARDS COMMITTEE

Chair: Godfrey Gibbison

The Academic Standards Committee met on November 2, 2005, January 4, 2006 and January 6, 2006.

Present at each meeting were Alice Hall (CHHS), Beverly Graham (CLASS), Aima Zhang (CIT), Bob Fernekes (LIB), Ming Fang He (COE), Nirmal Das (COST), Danette (CHHS), Patricia Walker (CLASS), Marla Morris (COE), Iris Durden (LIB), Lixin Li (CIT), Mark Yanochik (COBA), Patricia Humphrey (COST), and Godfrey Gibbison (COBA). Wayne Smith (Registrar) was present for the November 2 meeting and Mike Deal (Registrar) was present for the January 4 and 6 meetings. Connie Murphy (Enrollment Management) was present for the November 2 meeting.

On November 2 there were 5 appeals. Three appeals were denied by the committee, and 1 was later approved by the approved by an Assoc Vice President. On January 4 there were 143 appeals. Of the 143 appeals, 39 were pre-approved by criteria previously set by the Committee, 5 were approved by and 96 were denied. Sixty-one students appealed to their respective Dean. Forty-three were approved by their Deans and 18 were denied. On January 6 there were 35 appeals. Nine were pre-approved, 26 were denied and none were approved. Fifteen students appealed to their respective Dean. The Deans approved 11 and denied 4.

At the November 2 meeting the Committee discussed what seems to be the ineffectiveness of the mechanism we have in place (probation, restricted enrollment etc) to warn students and prevent a progression towards exclusion. The Committee requested research from the Registrar's office to try to better understand the problem. Similar issues were discussed during the January 4 meeting. It was agreed that the ASC chair and the SEC chair should meet with Dr. Teresa Thompson to discuss how we might strengthen the current mechanisms or find new ones to prevent students from spiraling from one semester of poor academic performance to exclusion.

ELECTIONS COMMITTEE

Chair: David Robinson

No report submitted.

FACULTY WELFARE COMMITTEE

Chair: Mark Welford

The Faculty Welfare Committee has not met since the last report.

FACULTY DEVELOPMENT COMMITTEE

Chair: Bill Yang

October 10, 2005, 4 pm, 1305 CIT

Attending: John Dyer (CIT), Darin Van Tassell (CLASS), Lorraine Gilpin (COE), Bob Fernekes (LIB), Trent Maurer (CHHS), Morgan Miles (COBA), Bill Yang (COBA, Chair), Gustavo Molina (COST), Amy Heaston (for CET/Provost)

Agenda Items:

1. Approval of Minutes

Approved minutes of September 26th meeting: Approved by Morgan, seconded by John, and carried.

2. Report on the Deadline Extension Issue and the Senate Moderator's Response

The FDC's decision to adhere to the established deadline for the first round of Travel Grants was upheld. As such, two faculty members' request for extension of the deadline was not granted.

3. Rescheduling the Deadlines for Proposals

The committee moved to keep existing deadlines. The current deadlines reflect amended ones after much discussion last year. The dates were designed to give faculty members due time to prepare proposals. For instance, the current January deadline was previously in December* (*verification needed).

4. Discussion: Committee Members and Grant Application

Discussions were held on the ethical dilemmas and conflict of interest involved in applying for a grant while serving on this committee. There was agreement that the FDC needs to make it clear to faculty that FDC members are ineligible to apply for grants during their two years service on the committee.

5. Discussion and Awarding of Travel Grant Proposals

67% of proposals received based on the rank are granted for full funding. The others are not funded.

6. Next meeting

The next meeting will be held on January 20something, 2006 (the date will be announced once the schedule for Spring 2006 is made). All committee members should review applications for Award for Excellence in Instruction before this meeting. These will be housed in the CET and must be reviewed on site.

7. Adjournment

FACULTY RESEARCH

Chair: Gautam Kundu

Faculty Research Committee Meeting Minutes, October 28, 2005

Members Present: Dr. Gautam Kundu, Dr. Larry Stalcup, Dr. Joseph Barjis, Dr. John Parrish, Mr. Marvin Goss, Dr. Greg Brock, Ms. Julie Cole, Dr. Anastatia Sims, Dr. Dana Sparkman.
Members Absent: none.

I. Welcome

Dr. Kundu welcomed the committee members and opened the meeting.

II. Discussion of Faculty Summer Stipend

The committee discussed making summer stipends for faculty an allowable cost on an FRC grant, as it had been in the past. Cole explained that summer stipends became a disallowed cost after budgets for research activities increased due to stipend requests. Also, disallowing summer stipends put the focus back on proposal development. Parrish pointed out that FRC grants did not use all of the available funds last year. Therefore, the committee may choose to allow summer stipends or continue with student-faculty research grants. It was suggested the decision be made on a case by case basis. Barjis made a suggestion to allow summer stipends but that they not be top priority. Materials and supplies should get top priority. However, Parrish then stated that different departments have greater need for supplies than others, not allowing enough room for a stipend in the budget for the same departments. The committee decided that there will not be a priority for materials and supplies.

Cole moved the discussion of stipends into significance and outcomes of research activities. The projected outcome and significance of a project should play role in allowing for a summer stipend. A plan of work and evidence that the outcome will be completed should be provided. Stalcup suggested prioritizing projects based on significance, outcome, and merit. Parrish stated that money could be set aside to potentially fund summer stipends, but the stipend must be justified. If each proposal is prioritized based on merit and money is already set aside, only those who justify the outcome of the project well enough will receive a stipend. Brock suggested that a seminar be presented to the faculty, if a summer stipend is awarded. Also, how the project will lead to an external grant may want to be included. Cole suggested that investigators who are profiled in the annual report would speak during the week long celebration of research at the end of the year.

The committee decided to allow summer stipends for faculty who receive an FRC research grant with a cap of \$3,000, including fringe benefits in that amount. Of the maximum \$10,000 that can be awarded, \$3,000 of it may be budgeted for a summer stipend. However, the stipend request must be justified in the budget justification/explanation with a clear outcome. It should be stated that the research will lead to an external grant, publication, or some measurable outcome. A conclusion paragraph will be included in the proposal narrative, which shows how the end product/outcome and goals are tied together.

III. Discussion of FRC members eligibility to apply for FRC grants

Parrish began discussion of FRC members not being eligible to apply for a grant. He asked if those in their second year on the committee could submit a proposal for a research grant. Brock stated that it should not be allowed because they could appear as favoring a committee member over other faculty. Barjis also noted the issue of a committee member possibly being awarded and another faculty member is not awarded. Parrish pointed out that other universities do allow committee members to apply, and there are no complaints or problems. Kundu discussed that it depends on the culture of the university. GSU has a different culture than many other universities. Parrish then noted that not allowing committee members to apply for FRC grants may deter faculty from serving on the committee.

IV. Assistance with proposal writing

Brock asked if applicants can view previously written budget narratives for assistance. ORSSP is holding a "Brown Bag Series" in January to allow faculty to ask the FRC questions of how to get funded, how to create budgets, and to get other grant information. Also, faculty may send applications to the grant editor, Julie Edelson, to look over their proposal. They just need to e-mail it to her or ORSSP may assist too.

V. Research outcome follow-up

The committee briefly discussed how to follow-up on outcomes of funded projects. Parrish stated to submit a conclusionary report. Brock suggested submitting proof from a journal that a paper was submitted, for those whose outcome is to publish. Parrish noted that not all research can be submitted for publication. The sciences generally take longer to be suitable for publication. Cole suggested that investigators who receive a FRC grant be required to present their outcome. We can set a date for the start of the Fall semester and provide refreshments as a way to celebrate research. Also, failure to submit a report will make the investigator ineligible for future grant competitions. ORSSP can create a table of funded projects and check for submitted reports.

VI. Dissemination of student-faculty research applications

Applications were assigned to FRC members as primary reviewers and secondary readers. As a primary reviewer, committee members will carefully read and write up a short evaluation report. This will provide feedback to the FRC that will be given out at the next meeting. Also, provide a numeric rating based on the merit of the project. Budget line items will not be the focus. As a secondary reader, committee members will read the applications but will not write an evaluation report. Only verbal feedback will be provided by the secondary reader at the next meeting.

The next meeting will be scheduled for the Friday before Thanksgiving, at which time the committee will discuss the projects and make award decisions.

VII. How to handle appeals process and guidelines

The committee discussed trying to have appeal allowance for FRC grant awards rescinded. Some problems with the appeals process is that money is already spent during the time of an appeal, and it allows the applicant to resubmit after making corrections. Parrish noted that other universities do not allow appeals for such grant awards. Cole stated that if the grant guidelines specifically state to justify the budget, eventually we will not have to be concerned with appeals. The guidelines will be rewritten to clearly explain budget justification in a way that is easy to understand. Guidelines will include further explanation of significance, outcome, contributing to something larger, explaining the role of students, and that the graduate school will waive tuition for graduate students assisting in the project. Cole also noted that if money is requested to present, that money is deferred to the next budget year.

VIII. Adjourned

FACULTY SERVICE

Chair: Michael Nielsen

The Faculty Service Committee has not met since the last report.

GRADUATE COMMITTEE

Chair: Richard Flynn

October 13, 2005, Graduate Committee Meeting

College of Graduate Studies Conference Room

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Cindi Chance, Academic Affairs/COE; Dr. Robert Vogel, CHHS; Dr. Jerry Wilson, COBA; Dr. Donna Saye, COST; Dr. Sonya Shepherd, LIB; Dr. Bede Mitchell, LIB; V. Jovanovic (sub for Dr. Robert Cook), CIT; Dr. Ming Fang He, COE; Dr. Xiezhong Li, COST; Dr. Delores Liston, COE; Dr. Ron MacKinnon, CIT; Dr. John Nauright, CHHS; Dr. Constantin Ogloblin, COBA; Dr. Candy Schille, CLASS

Others: Dr. Dick Diebolt, COGS; Ms. Belinda Lucas, COGS; Mr. Wayne Smith, Registrar's Office

Dr. Richard Flynn called the meeting to order October 13, 2005 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as written.

MOTION: Dr. Delores Liston made the motion to approve the agenda. Dr. Robert Vogel provided the second. The motion was approved.

II. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF BUSINESS ADMINISTRATION

Business Administration and Accounting (MBA and MAcc)

Program Revision

Proposed Admission Changes to the MBA and MAcc Programs
September 21, 2005

These are revisions to the statements on pages 251 and 254 of the Georgia Southern University Catalog 2005-2006

Regular Admission

Current Statement:

A student with a standard formula score of 1000 or higher (or with an upper-level score of 1050 or higher) will be admitted as a regular MBA student.

REVISED Proposed Statement:

A student with a standard formula score of 1000 or higher (or with an upper-level score of 1050 or higher) and a minimum GMAT score of 430.

The standard formula score is calculated by multiplying the undergraduate GPA (4.0 scale) times 200 plus the GMAT score, $[(GPA \times 200) + GMAT \Rightarrow 1000]$. The upper-level formula is $[(GPA \times 200) + GMAT \Rightarrow 1050]$.

Provisional Admission

Current Statement:

A student with an index equal to or greater than 950 and less than 1000 will be admitted as a **Provisional** MBA student provided the undergraduate GPA is 2.80 or higher, or the GMAT score is 470 or higher.

REVISED Proposed Statement:

A student with a standard formula score equal to or greater than 950 and less than 1000 will be admitted as a provisional MACC/MBA student providing the undergraduate GPA is 2.80 or higher and the GMAT score is 430 or higher, or the GMAT score is 470 or higher.

In addition, the following statement should be added to each section:

Applicants with a GMAT score less than 430 will have their applications reviewed for admission by the COBA Graduate Curriculum and Programs Committee (GCPC). Only students with a standard formula score of 1000 or higher (or with an upper-level score of 1050 or higher) will be considered for Regular Admission. Factors that the GCPC may consider for admission will include (but not be limited to) the following:

- a. Probability of success in the applicant's chosen program (MBA or MACC).
- b. The diversity the applicant brings to the MBA or MACC degree program
- c. Space availability in the applicant's chosen program (MBA or MACC).

In case the GCPC cannot meet (e.g. during the summer), the Dean of COBA will appoint a committee from the Graduate Faculty of COBA to consider applications.

The GCPC may recommend the applicant be granted Regular or Provisional Admission.

MOTION: Dr. Jerry Wilson moved to approve the program revision from the College of Education. Dr. Ron MacKinnon provided the second. The motion was passed with the intent to change the wording on the proposed statement.

Department of Finance and Quantitative Analysis**Selected Topics Announcement****BUSA 7030 Selected Topics – Supply Chain Management**

Justification: Supply chain management is a set of approaches that can efficiently integrate suppliers, manufacturers, warehouses, and stores, so that merchandise is produced and distributed at the right quantities, to the right locations, and at the right time, in order to minimize systemwide costs while satisfying service level requirements. Implementation of these approaches requires a strategic level of thinking and cross-disciplinary activity consistent with graduate level education. However, no such course is currently offered.

COLLEGE OF SCIENCE AND TECHNOLOGY**Department of Geology and Geography****Selected Topics Announcement****GEOG 5031G Selected Topics – Human Geography: Medical Geography**

Justification: Medical Geography will fill an existing topical gap in the Geography curriculum and will provide an additional upper-level elective for Geography majors. Medical Geography is a sub-discipline of geography that encompasses a broad range of geographical work on the spatial aspects of health and health care. This course is important because it will illustrate the linkages among geography, epidemiology, and public health. The course will enable students to investigate the relationship

between physical and social environmental conditions and the spatial distribution of diseases and well-being. Students will also be introduced to the applications of advanced geospatial technologies (Geographic Information Systems, Global Positioning System, and Remote Sensing) in epidemiology and public health. The interdisciplinary nature of the course will make it attractive not only to Geography majors, but also to students in other fields such as public administration, community health, and health services administration. Graduate students will complete an individual term project or a special report.

GEOL 5090G**Selected Topics – Coastal Geology**Justification:

Coastal Geology will offer students the opportunity to enrich their educational backgrounds and will fill an existing topical gap in the Geology curriculum. This topic was chosen in direct response to evidence based on senior surveys conducted as part of our quality enhancement plan. The course will fulfill upper-level elective requirements in the BA and BS Geology programs. Coastal Geology will take advantage of the University's location in the Coastal Plain of Georgia and will utilize current faculty expertise. The course will comprise an introduction to a variety of coastal environments and landforms, including beaches, barrier islands, dunes, estuaries and marshes. This course will also include an investigation of the physical and geological processes that shape these environments, and the natural and anthropogenic changes occurring in these dynamic regions. Coastal hazards and issues related to the ecology and management of the coast will also be discussed. The course will include several weekend fieldtrips to the Georgia coast and barrier islands. The interdisciplinary nature of the course (e.g. management, ecology) and coastal issues in the news (e.g. hurricanes and tsunamis) in recent years will make this course attractive to a wide range of students. Graduate students will complete an individual term project or a special report.

COLLEGE OF EDUCATION

Department of Curriculum, Foundations and Reading
Department of Leadership, Technology and Human Development
Department of Teaching and Learning

Program Revision**Proposal to Award Graduate Credit for National Board Teacher Certification**

Proposal to award 3-6 semester credit hours

as elective credit in an M.Ed. or an Ed.S. program

for graduate students who are National Board Certified Teachers

GRADUATE CREDIT FOR NATIONAL BOARD CERTIFIED TEACHERS

There is a possibility for a National Board Certified Teacher (NBCT) to receive up to 6 semester hours of graduate credit to apply to an M.Ed. or Ed.S. program of study at Georgia Southern University.** The graduate student must be admitted into one of the College of Education's M.Ed. or Ed.S. graduate programs and must have completed the NBPTS process and been awarded National Board Certification. To pursue this possibility, the graduate student must do the following:

1. Confer with his/her graduate advisor to determine if NBPTS credit (3-6 semester credit hours) can be applied to his/her specific program of study. The credits would be used as elective credits. If the graduate advisor is agreeable to this, both advisor and advisee should document this decision for

future reference.

2. The NBCT must contact ACE and request a transcript. To do this, he/she can go to the NBPTS website and click on "Click Here To Apply For Graduate Credit" in the top right corner. That link takes them to the ACE web site. ACE verifies that they are a NBCT and issues them a transcript showing up to 6 academic credits. There is a \$100 application fee that the student will pay to ACE for this service. The transcript that is issued means that NBPTS recommends the NBCT for graduate credit for consideration by the NBCT's university. As stated, it is up to the university to decide if it will recognize those credits. NBCT's or candidates can read more about this by going to <http://www.nbpts.org/highered/ace.cfm>.
3. The NBCT must make sure that an official copy of the ACE transcript is sent to Georgia Southern's Graduate Admission's office, as with any other type of transcript.

The College of Education at Georgia Southern recognizes those credits as electives in a program of study. However, as with any transfer credit, it is up to the graduate advisor to make the final determination as to whether or not those credits are applicable to the individual student's program.

** The policy does not apply to Ed.D. programs.

MOTION: Dr. Delores Liston moved to approve the program revision from the College of Education. Dr. Jerry Wilson provided the second. The motion was passed.

Department of Leadership, Technology and Human Development

Program Revision

M.Ed. in Counselor Education

Add two new admission requirements

Change "Adding Field" Catalog Copy – addition of Level Six Certificate

In congruence with state and national standards, the Counselor Education program in the Department of Leadership, Technology, and Human Development at Georgia Southern University is modifying its departmental admission process. In addition to the College of Graduate Studies requirements, we would like to propose the following:

1. Applies to all candidates: Participation in a pre-admission seminar to be facilitated by program faculty. This modification strengthens the admissions process by providing an opportunity to observe the fitness of candidates in a structured forum. The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2001) defines fitness as, "suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability."
2. Applies only to school counseling candidates (emphasis/track one): Successfully pass the Praxis I examination or GACE prior to admission into the Counselor Education program.
3. With respect to the "adding field" section in the catalog, persons holding a master's degree in counseling and seeking school certification must complete the Ed.S. in school counseling, plus any additional courses required for the M.Ed. in school counseling that are missing from their master's degree. This proposed change would ensure that all tracks, degrees, and certificates align with the 48 credit hour requirement set forth by CACREP.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2001) outlines specific standards for the admissions process. Below are select CACREP standards followed by proposed modifications. Each modification provides a more detailed explanation and demonstrates how the proposed changes align with CACREP standards.

CACREP Standard: Program descriptions and requirements are published and disseminated to all prospective students.

Proposed Modification: Update brochure with admission requirements, admission procedures, mission and vision statement, detailed descriptions of the three emphases, and faculty contact information.

CACREP Standard: A clear procedure for responding to inquiries of prospective students has been identified and carried out.

Proposed Modification: Any inquiry or interested candidate is mailed the revised brochure which includes: (a) admission requirements, (b) admission procedures, (c) mission and vision statement, (d) detailed descriptions of the three emphases, and (e) faculty contact information.

CACREP Standard: A written policy has been developed to recruit students to represent a multicultural and diverse society and is implemented by program faculty.

Proposed Modification: In remaining consistent with the mission of Georgia Southern University and the College of Education Conceptual Framework, all correspondence, recruitment materials, program and curriculum efforts reflect a commitment to, and infusion of, diversity.

CACREP Standard: The program admission criteria, as well as selection and retention procedures, are distributed to prospective students. The criteria and procedures include consideration of:

1. Input from regular, adjunct, and affiliate program faculty.
2. Each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts.
3. Each applicant's aptitude for graduate-level study, including technological competence and computer literacy.
4. Each applicant's career goals and objectives and their relevance to the program.
5. Each applicant's openness to self-examination and personal and professional self-development.

Proposed Modification: The procedures and admission criteria support the aforementioned considerations in the following manner:

- 1. Input from all faculty (i.e., full-time, part-time, and adjunct) during the admission process is gathered after two processes: (1) the application process as set forth by the College of Graduate Studies, and (2) the pre-admission seminar.*
- 2. The potential for success in forming and maintaining interpersonal relationships in individual and small group contexts is addressed formally and informally. On a formal level, the pre-admission seminar is a deliberate attempt to observe candidates interact on an individual and group level. On an informal level, application materials are reviewed thoroughly and combined with the previously stated observations to expose potential inconsistencies and further evaluate their potential for forming effective relationships.*
- 3. Aptitude for graduate study, technological competence, and computer literacy will be largely determined by their paperless application component facilitated by Georgia Southern University's College of Graduate Studies.*
- 4. The relevance of a candidate's career goals/objectives with the program will be examined on multiple levels. First, all counselor education faculty will review the College of Graduate Studies application materials which includes a written*

component addressing career objectives and congruence with counseling. Secondly, similar questions and dialogue will take place during the pre-admission seminar.

5. A candidate's openness to self examination as well as personal/professional development will be examined similar to the processes discussed in number four.

CACREP Standard: Admission decisions/recommendations are made by an academic unit's selection committee.

Proposed Modification: Full-time, part-time, and adjunct counselor education faculty meet collectively to first, invite potential candidates to campus for the pre-admission seminar, and second, make final decisions regarding admission status. A collaborative approach ensures a fair and just evaluative process.

CACREP Standard: Effort is made to secure financial assistance for students in the program

Proposed Modification: Candidates are encouraged during the application process to actively explore graduate assistantships. The Counselor Education program and Department of LTHD offers assistantships on an annual basis.

CACREP Standard: Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate study.

Proposed Modification: Following admission into the Counselor Education Program, candidates are notified via mail of their admission status and provided with their faculty advisor's contact information. Furthermore, each candidate is encouraged to contact their advisor immediately to begin discussion of program/educational goals and objectives.

It is our desire, hope, and intention to implement the aforementioned modifications because we believe they will strengthen an excellent program and bring national as well as regional recognition, visibility, and prestige to the Counselor Education program, Department of Leadership, Technology, and Human Development, College of Education, and Georgia Southern University.

- Counselor Education Faculty, LTHD

M.Ed.

COUNSELOR EDUCATION

48 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Jim Bergin (School Counseling), P.O. Box 8131, Statesboro, GA 30460, (912) 681-0873, jim_bergin@georgiasouthern.edu, Fax: (912) 486-7104; Dr. Mary Jackson (School Counseling), P. O. Box 8131, Statesboro, GA 30460, (912) 681-5736, mjackson@georgiasouthern.edu, Fax: (912) 486-7104; Dr. Fayth Parks (Student Services in Higher Education), P. O. Box 8131, Statesboro, GA 30460, (912) 681-5738, fparks@georgiasouthern.edu, Fax: (912) 486-7104, Dr. Leon Spencer (Community Counseling and Program Coordinator), P.O. Box 8131, Statesboro, GA 30460, (912) 681-5917, lespence@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>.

Program Intent: The Counselor Education program prepares Counselors for Elementary, Middle Level, Secondary, or Post-secondary Educational and related agency settings. There are three degree program emphases/track based on educational background and career goals:

Emphasis/Track One: School Counseling - Does not require Professional Level Four Certification for admission. This track is designed for those students who wish to pursue a career in school counseling.

Emphasis/Track Two: Community Counseling - This track is designed for those students who seek Counselor preparation for a variety of settings not requiring Level Five Certification in School Counseling for employment.

Emphasis/Track Three: Student Services in Higher Education - This track is designed for those students seeking employment in Student Affairs in a variety of post-secondary educational settings and does not lead to P-12 certification.

Admission Requirements

Note: Admission to the graduate program is required. Non-degree status to achieve initial certification is not permitted.

Regular

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Complete Counselor Education program application packet (available from Office of Graduate Studies).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. **Participate in a pre-admission seminar.**
7. **For Track One, School Counseling, pass Praxis I or the GACE.**

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Adding Field: Persons with a Level Five Certificate other than School Counseling may earn the School Counselor Level Five Certificate by completing the M.Ed. in Counselor Education. Up to three courses from a previous ~~M.Ed. Program~~ **Master's program** may be applied toward degree requirements. Persons holding a Master's degree in a counseling field other than School Counseling may add the School Counseling Level ~~Five~~ **Six** Certificate ~~by completing a minimum of 18 hours in the Ed.S. Program in Counselor Education by completing the Ed.S. in School Counseling, plus any courses required in the M.Ed. School Counseling program, that are missing from their Masters in Counseling.~~ Persons holding an Ed.S. or doctoral degree may add the School Counseling Level Five Certificate by completing a minimum of 39 hours in Counselor Education. Additional courses may be required based on individual evaluation.

Emphasis/Track One: School Counseling

Professional Education Core Requirements 6 Hours

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements 24 Hours

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

School Counseling Requirements 18 Hours

- COUN 7331 - Foundations of School Counseling and Ethics (3)
- COUN 7431 - Collaboration and Program Coordination (3)
- COUN 7432 - Developmental Guidance Curriculum (3)
- COUN 7433 - Consultation and Intervention in the Schools (3)
- COUN 7738 - Internship I (3)
- COUN 7739 - Internship II (3)

Emphasis/Track Two: Community Counseling

Professional Education Core Requirements 6 Hours

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements 24 Hours

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-Cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

Community Counseling Requirements 15 Hours

- COUN 7231 - Foundations of Community Counseling and Ethics (3)
- COUN 7232 - Addiction Counseling (3)
- COUN 7233 - Family Counseling (3)
- COUN 7738 - Internship I (3)
- COUN 7739 - Internship II (3)

Electives 3 Hours

Emphasis/Track Three: Student Services in Higher Education

Professional Education Core Requirements 6 Hours

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

Specific Requirements

Counselor Education 24 Hours

COUN 7332 - Theories of Counseling (3)

COUN 7333 - Models and Techniques of Counseling (3)

COUN 7334 - Group Dynamics (3)

COUN 7335 - Individual Analysis (3)

COUN 7336 - Career Counseling (3)

COUN 7337 - Cross-Cultural Counseling (3)

COUN 7338 - Life Span Development (3)

COUN 7737 - Practicum (3)

Higher Education 18 Hours

COUN 7131 - Student Services in Higher Education (3)

COUN 7132 - Contemporary College Students (3)

COUN 7133 - Administrative and Leadership in Student Services (3)

COUN 7134 - Ethical and Professional Issues in Student Services (3)

COUN 7798 - Internship I in Higher Education (3)

COUN 7799 - Internship II in Higher Education (3)

OTHER PROGRAM REQUIREMENTS

- For Track One and Track Two, successful completion of the M.Ed. Comprehensive Exit Examination
 - For Track Three, successful completion of a Professional Portfolio
 - For all tracks, successful completion of assessments identified at each program transition point
- MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Jerry Wilson provided the second. The motion was passed.

Program Revision

M.Ed. in Higher Education Administration

Delete Admission Requirement regarding Level Four Certificate

Delete selection of ITEC courses so that only ITEC 7530 is required

M.Ed. HIGHER EDUCATION ADMINISTRATION 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Meta Harris, P.O. Box 8131, Statesboro, GA 30460, (912) 486-0275, myharris@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. ~~Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master's degree in a related field may be admitted; however, additional course work may be required.~~
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements 9 Hours

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

Select one of the following:

— ~~ITEC 7335 - Web Design and Development (3)~~

ITEC 7530 - Instructional Technology Foundations (3)

— ~~ITEC 8534 - Instructional Technology for School Leaders (3)~~

Higher Education Administration Common Core 12 Hours

EDLD 7430 - American Higher Education (3)

EDLD 7431 - Higher Education Administration (3)

EDLD 7432 - History of American Education (3)

COUN 7132 - Contemporary College Student (3)

Elective Course work selected in consultation with advisor, master's level or higher 15 Hours

OTHER PROGRAM REQUIREMENTS

- For those students pursuing 18 hours of graduate work in a specific discipline, an additional 3 hours of elective course work in the teaching discipline is required
- Successful Completion of a professional portfolio
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Wilson provided the second. The motion was passed.

Department of Teaching and Learning

Course Revision

ESED 6798 Supervised Practicum – Change Number, Prerequisite & Catalog Description

Change Number From -
6798

Change Number To –
6738

Prerequisite From –
SCED 6131, SCED 6132, MGED 6131, MGED 6132, Admission to Teacher Education Program

Prerequisite To –
Admission to Teacher Education Program

Current Catalog Description

A supervised teaching experience in a middle grades or secondary classroom. Emphasis is placed on instructional planning, classroom management, and student evaluations.

Proposed Catalog Description

A supervised teaching experience in an elementary, middle, or secondary school. Candidates will plan and teach in one's specific teaching field and grade levels for which they are being certified. Emphasis is placed on instructional planning, classroom management, and student evaluation.

Justification: This course was approved to be included in the new MAT programs for secondary, middle grades, art education, and foreign language education. The catalogue description is being changed to reflect the ESED course designation (elementary, middle, and secondary). MGED 6132 and SCED 6132 were deleted last year. The new MGED 6131 and SCED 6131 are not prerequisites for this course. Course content has not changed since it was approved last year.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

ESED 6799 Internship: P-12 Programs – Change Title, Hours, Prerequisites & Catalog Description

Change Title From -
Internship: P-12 Programs

Change Title To –
Supervised Internship

Change Hours From –
Variable

Change Hours To –

Non Variable - 9

Prerequisite From –

Completion of teaching field and professional education courses, a supervised practicum in one's teaching field or prior teaching experience, and admission to the Student Teaching Program. Students must hold a Provisional Teaching Certificate.

Prerequisite To –

Completion of teaching field and professional education courses, a supervised practicum in one's teaching field, and admission to the Supervised Internship.

Current Catalog Description

A supervised teaching experience in a P-12 teaching field. Emphasis is placed on instructional planning, methodology, classroom management, and student evaluation.

Proposed Catalog Description

A fifteen-week supervised teaching experience in the specific teaching field and grade levels for which one is being certified. Candidates seeking initial certification in middle grades or in one of the secondary P-12 teaching fields will complete the supervised internship for initial certification. Emphasis is placed on instructional planning, methodology, classroom management, and assessment of student learning.

Justification: With the development and approval of the new Master of Arts in Teaching, this supervised internship will replace MGED 6799 and SCED 6799. The credit hours are being corrected since it is a 9 credit hour course and not a variable credit course.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

ESED 7090 Special Topics in P-12 Programs – Change Title & Catalog Description**Change Title From -**

Special Topics in P-12 Programs

Change Title To –

Special Topics

Current Catalog Description

Promotes specialized training appropriate to the needs of inservice teachers. Attention will be given to a range of specific problems as they relate to the P-12 teaching fields.

Proposed Catalog Description

Promotes specialized training appropriate to the needs of inservice teachers. Attention will be given to a range of specific problems in the elementary, middle, or secondary classrooms.

Justification: The ESED course designation is for elementary, middle, and secondary candidates; therefore the MGED and SCED 7090 courses are being deleted.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

ESED 8890 Directed Individual Study – Change Credit Hours & Catalog Description

Change Hours From –
Non Variable

Change Hours To –
1-3 hours

Current Catalog Description

The primary objective of the course is to initiate, complete, and submit an acceptable field-based research study. The course will focus on issues, trends, and research in one of the P-12 programs.

Proposed Catalog Description

The candidate, under the direction of the instructor, will identify and study a topic applicable to one's teaching field.

Justification: The ESED course designation is for elementary, middle, and secondary candidates, therefore, MGED 8890 and SCED 8890 are being deleted. The course will vary from 1-3 credit hours depending on the study undertaken.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

MGED 8231 Trends in Middle Grades Science – Change Subject, Title, Prerequisite, Catalog Description & CIP

Change Subject From –
MGED

Change Subject To –
MSED

Change Title From –
Trends in Middle Grades Science

Change Title To –
Trends in Middle and Secondary Science

Prerequisite From –
MGED 7232

Prerequisite To –
None

Current Catalog Description

Designed to provide an in-depth study of current issues, reforms, and trends as they relate to middle school instruction and curriculum. Students will research topics on a specific issue in middle grades science and analyze methods and techniques for addressing this concern.

Proposed Catalog Description

Designed to provide an in-depth study of current issues, reforms, and trends in middle grades and secondary science.

CIP Code From –
131203 Middle School

CIP Code To –
131206 Multiple Levels

Justification: The course prefix is being changed to include both middle grades and secondary education candidates since secondary certification in Georgia is now grades 6-12. The CIP code is also being changed from 131203 Middle School to 131206 Multiple Levels.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

MGED 8431 Trends in Middle Grades Social Studies – Change Subject & Number, Title, Catalog Description & CIP

Change Subject From –
MGED

Change Subject To –
MSED

Change Number From –
8431

Change Number To –
8434

Change Title From –
Trends in Middle and Secondary Social Studies

Change Title To –
Trends in Middle and Secondary Science

Current Catalog Description

A study of the historical and philosophical antecedents of social studies education and their impact on early adolescent education. In a seminar setting students will analyze problems challenging middle grades social studies education, including the knowledge base of social studies, teaching for active and responsible citizenship, making curriculum choices, selecting appropriate instructional techniques and assessing current trends in the field. The course contains a research component.

Proposed Catalog Description

A study of current trends and issues in social studies curriculum and instruction. An emphasis is placed on an analysis of problems challenging social studies teachers in the middle and secondary schools.

CIP Code Change From –
131203 Middle School

CIP Code Change To –
131206 Multiple Levels

Justification: Since secondary certification is now grades 6-12, the title and course designation are being changed so that secondary candidates may take the course. The content in social studies is appropriate for middle & secondary. The CIP code is changed to 131206.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

MGED 8333 Research in Language Arts – Change Level & Prerequisites

Change Level From –
S3 and S4

Change Level To –
S2, S3 and S4

Prerequisite From –
Admission to the Ed.S. or Ed.D. and graduate course work in teaching literature and writing in the middle or secondary school or permission of the instructor.

Justification: This course is being modified to provide an opportunity for M.Ed. candidates to take the course. Level and prerequisites are changed.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

MGED 8433 Readings in the Social Studies – Change Level & Prerequisites

Change Level From –
S3 and S4

Change Level To –
S2 and S3

Prerequisite From –
Admission to the Ed.D. or Ed.S. program in Social Science Education or Middle Grades Education.

Prerequisite To –
None

Justification: The course prerequisite is being deleted to provide an opportunity for M.Ed. candidates to take the course. Course level includes S2-Masters and S3-Specialist.

MOTION: Dr. Delores Liston moved to approve the course revision from the Department of Teaching and Learning. Dr. Vladan Jovanovic provided the second. The motion was passed.

Course Deletion

ESED 7138 Supervision of Teachers

Justification: The Teacher Support Service (TSS) Endorsement is being deleted. This course will no longer be needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

ESED 7430 Character Education

Justification: The content of this course has been integrated into MSED 7432; therefore, the course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MGED 6799 Internship: Middle Grades

Justification: ESED 6799 is an internship that is appropriate for candidates enrolled in the MAT who are seeking certification in middle grades, secondary, and P-12 teaching fields; therefore, this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MGED 7090 Selected Topics in Middle Grades

Justification: ESED 7090 Special Topics is appropriate for elementary, middle, and secondary candidates; therefore this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MGED 8839 Seminar and Field Study

Justification: With the development and implementation of the Ed.S. in Teaching and Learning, this course was replaced by ESED 8839.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MGED 8890 Directed Individual Study

Justification: ESED 8890 Directed Individual Study is appropriate for elementary, middle, and secondary candidates; therefore, this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MSED 7090 Selected Topics in Middle Grades/Secondary

Justification: ESED 7090 is appropriate for elementary, middle, secondary, and P-12 candidates; therefore, this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MSED 7332 Integrated Language Arts

Justification: The content in this course duplicates the content in MSED 5333G; therefore, the course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MSED 7334 Teaching Language Arts to Diverse Learners

Justification: The content in this course is now integrated into MSED 7331, MSED 7333, MSED 5333G, and MSED 8333; therefore, the course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

MSED 8431 Teaching about the Price of Freedom

Justification: The content of this course has a narrow focus; therefore, the course no longer meets the needs of candidates enrolled in the advanced programs in middle grades and secondary education.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 6799 Internship: Secondary

Justification: ESED 6799 is an internship that is appropriate for candidates enrolled in the MAT who are seeking certification in middle grades, secondary, and P-12 teaching fields; therefore, this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 7090 Selected Topics in Secondary Education

Justification: ESED 7090 Special Topics is an appropriate course for elementary, middle, secondary, and P-12 candidates; therefore, this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 7231 Science in the High School

Justification: The content of this course is included in MSED 7231 and 7232; therefore, the course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 7232 Teaching Science in the Secondary School

Justification: The content of this course is included in MSED 7231 and 7232; therefore, the course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 8333 Seminar in English Education

Justification: MSED 8331 is being revised to include the content of this course; therefore, the course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 8639 Seminar and Field Study

Justification: This course was replaced by ESED 8839 with the development and implementation of the Ed.S. in Teaching and Learning. The course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

SCED 8890 Directed Individual Study

Justification: ESED 8890 has been revised to serve candidates in middle grades, elementary, and secondary education; therefore, this course is no longer needed.

MOTION: Dr. Delores Liston moved to approve the course deletion from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

Program Revision

M.Ed. in Middle Grades Education**Add advanced required methods course in each of the two concentration areas****M.Ed. MIDDLE GRADES EDUCATION 36 HOURS****Advising:** Department of Teaching and Learning, Dr. Deborah Thomas, P.O. Box 8134, (912) 486-7691, debthom@georgiasouthern.edu, Fax: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>**Admission Requirements****Regular**

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in Middle Grades Education.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements 6 Hours

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

Specific Requirements 12 Hours

MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

MGED 8131 - Integrated Curriculum for the Middle Grades (3)

MGED 8132 - Effective Middle Schools (3)

*MGED 8633 - Seminar in Middle Grades Education (3)

Major Requirements 12 Hours

****A minimum of 6 hours of graduate courses approved by the advisor in two concentration areas selected from: science, social studies, language arts/reading, and mathematics. *Must include a 3 semester hour advanced methods course in each of the two concentrations: MSED 7535 Teaching Middle Grades & Secondary Mathematics, MSED 7432 Teaching Social Studies in the Middle and Secondary Schools, MSED 7333 Writing Instruction for Middle and Secondary Schools, or MSED 7331 Hands-On Science for the Middle and Secondary Schools.***

Elective 6 Hours**OTHER PROGRAM REQUIREMENTS**

- Successful Completion of M.Ed. Exit Experience.
- Must successfully complete assessments identified at each program transition point

**Prerequisites: MGED 8131, and MGED 8132. The capstone course must be taken the last fall semester prior to completing the program.*

***MSED 7535 is required of candidates concentrating in mathematics and is a prerequisite to MSED 7131.*

MOTION: Dr. Delores Liston moved to approve the program revision from the Teaching and Learning Department. Dr. Constantin Ogloblin provided the second. The motion was passed.

Program Revision**M.Ed. in Health and Physical Education****Add HLTH 8431 as a major requirement to meet one of the program's key assessments****Reduce the "Guided Major Health Electives" from 6 to 3 hours****M.Ed. HEALTH & PHYSICAL EDUCATION 36 HOURS****Advising:** Jiann-Ping School of Public Health, Hollis Building, Graduate Program Director, P.O. Box 8076, Statesboro, GA 30460 (912) 486-7666, Fax: (912) 681-0381, http://chhs.georgiasouthern.edu/health/m_hea_phys_ed.html**Admission Requirements****Regular**

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in Health & Physical Education.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE)

5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provision admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status..

Professional Education Core Requirements 9 Hours

EDUC 7130 - Curriculum Theories & Design (3)
 EDUF 7130 - Learning Theories & Applications (3)
 EDUR 7130 - Educational Research (3)

Major Requirements.....24 Hours

EDLD 7137 - Supervising Skills for Teacher Support Specialist (3)
 KINS 7437 - Analysis of Teaching Physical Education (3)
 KINS 8430 - Supervision of Instruction in Physical Education (3)
 KINS 8431 - Curriculum Issues/trends in Physical Education (3)

HLTH 8431 – Health and Human Sexuality for Educators (3)

6 3 Hours of Guided Major Health Electives
 6 Hours of Guided Major Kinesiology Electives

Elective 3 Hours

Other Program Requirements

- Successful Completion of the M.Ed. Exit Experience
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Delores Liston moved to approve the program revision from the Teaching and Learning Department. Dr. Vladan Jovanovic provided the second. The motion was passed.

Program Revision

Master of Arts in Teaching

Revise MAT Program of Study

MASTER OF ARTS IN TEACHING

33-48 Hours

Contact: Department of Teaching & Learning, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Program Intent and Admission Requirements:

The MAT leads to initial teaching certification and a master's degree for those persons who hold a bachelor's degree from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

Study Concentration/Track 1: Secondary Education certification (6-12) for candidates who hold a bachelor's degree in English, business, mathematics, science, social science, or related field.

Study Concentration/Track 2: Middle Grades certification (4-8) for candidates who hold a bachelor's degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

Study Concentration/Track 3: Special Education certification (P-12) for candidates who hold a bachelor's degree in psychology, counseling, child and family development, or a closely-related field.

Study Concentration/Track 4: P-12 Education certification for candidates who hold a bachelor's degree in Art or Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education's Director of Advisement and Certification, is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements

Regular

Hold a bachelor's degree from a regionally accredited institution.

2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
5. Submit passing scores on the PRAXIS I exam or be exempted by acceptable SAT, ACT, or GRE scores.
6. Submit a passing score on the PRAXIS II exam in the area for which one is seeking certification. (Not required for the MAT in Special Education.)
7. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing

graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MAT Program Sequence

Step One: The following courses are prerequisites to Steps 2 and 3:6-9 Hours

EDUF 7130 - Learning Theories and Applications (3)

SPED 6130 - Introduction to Special Education (3)

ITEC 7530 - Instructional Technology Foundations (3) **or** PSC Test-Out Option

[Review for admission to the Teacher Education Program (TEP), required for progression to Step Two.]

Study Concentration/Track One: Secondary Education with Teaching Fields in Science, Social Science, Mathematics, English, or Business (Grades 6-12)27 Hours

Step Two: Secondary Education Block (9 hours to be taken concurrently):

SCED 6131 - Curriculum and Methods for the Secondary School (3)

ESED ~~6798~~ 6738 - Supervised Practicum (3)

Appropriate Advanced Methods Course: MSED 7231 Hands-On-Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, MSED 5333G Literature & Writing for the Middle & Secondary School, or BEED 5130G Cooperative Vocational Education. (3)

Step Three: Supervised Internship (9 hours):

ESED 6799 – ~~Internship: P-12 Programs~~ *Supervised Internship* (9)

[Candidates may apply for initial T-4 certification upon successful completion of SCED 6799]

Step Four: Course work required for completion of the MAT degree (9 hours):

ESED 7131 – Enhancing Student Performance in the Middle & Secondary Schools (3)

EDUR 7130 – Educational Research (3)

SCED 8633 – Seminar in Secondary Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Two: Middle Grades Education (Grades 4-8)39 Hours

Step Two: Middle Grades Education Block (9 hours to be taken concurrently):

MGED 6131 - Curriculum and Methods for the Middle Grades (3)

ESED ~~6798~~ 6738 - Supervised Practicum (3)

Appropriate Advanced Methods Course in One's Primary Concentration Area: MSED 7231 Hands-On-Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)

Step Three: Supervised Internship and Reading/Writing Instruction (12 hours):

ESED 6799 – ~~Internship: P-12 Programs~~ *Supervised Internship* (9)

MSED 5333G - Literature & Writing for the Middle & Secondary Schools (3)

[Candidates may apply for initial T-4 certification upon successful completion of MGED 6799]

Step Four: Additional course work required for completion of the MAT degree (18 hours):

ESED 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)

EDUR 7130 - Educational Research (3)

Advanced Methods Course in Second Concentration Area: MSED 7231 Hands-On-Science for the Middle & Secondary Schools, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)

MGED 8131 - Integrated Curriculum for the Middle Grades (3)

MGED 8132 - Effective Middle Schools (3)

MGED 8633 - Seminar in Middle Grades Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Three: Special Education (Grades P-12)36-39 Hours**Step Two: 9 Hour Special Education Prerequisite Content Block**

SPED 6230 – Assessment & Procedures in Special Education (3)

SPED 6231 – Special Education Laws & Procedures (3)

SPED 6330 – Classroom Management (3)

Step Three: 12 Hour Special Education Content For Teaching Block

SPED 7631 – Perspectives on Characteristics of Mild Disabilities (3)

SPED 7632 – Methods for Mild Disabilities (3)

SPED 7133 – Collaboration Across the Life Span (3)

READ 7131 – Approaches to Reading Instruction (3)

Step Four: 6-9 Hour Supervised Internship*

SPED 7736 – Internship in Special Education

*6 hours if currently employed as a teacher of students with mild disabilities; otherwise 9 hours

[*Candidates may apply for initial certification – T-4 upon successful completion of SPED 7736]

Step Five: Additional Coursework for the MAT degree completion (9 hours):

EDUR 7130 – Educational Research (3)

SPED 7136 – Language Development (3)

**SPED 7630 – Seminar in Special Education (3)

**Capstone course includes an exit project for the MAT

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

**Study Concentration/Track Four: P-12 Education with Teaching Fields
In Art or Spanish (Grades P-12)27-30 Hours****Art Education (~~33~~ 30 Hours)****Step Two: Art Education Pedagogy and Supervised Practicum (9 hours):**~~Art 6135 Art Teacher P-5~~ Art 7432 - Curriculum and Methods in P-5 Art Education (3)~~Art 6136 Art for Classroom Teachers 6-12~~ Art 7433 - Methods in Middle and Secondary School Art (3)~~Art 6790 Practicum in Art Education (6)~~ Art 7438 - Curriculum Development in Art Education (3)**Step Three: Supervised Internship (9 hours)**ESED 6799 – ~~Internship: P-12 Programs~~ Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (12 hours):

EDUR 7130 - Educational Research (3)

9 Hours of graduate courses in Art Education approved by the advisor (9)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Spanish Education (27 Hours)**Step Two: Foreign Language Pedagogy and Supervised Practicum (9 hours):**

FORL 6431 - Foreign Language Methods P-8 (3)

FORL 6432 - Foreign Language Methods 9-12 (3)

FORL 6393 - Foreign Language Practicum (3)

Step Three: Supervised Internship (9 hours):ESED 6799 – ~~Internship: P-12 Programs~~ Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (9 hours):

EDUR 7130 - Educational Research (3)

6 hours of graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Other Program Requirements (for all Tracks)

- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Delores Liston moved to approve the program revision from the Teaching and Learning Department. Dr. Jui-Kung provided the second. The motion was passed.

Program Revision**M.Ed. in Music Education****Delete Program**

~~M.Ed. 36 HOURS
ALTERNATIVE MASTER OF EDUCATION
MUSIC EDUCATION~~

~~Advising: Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026.~~

~~Admission Requirements~~

~~This M.Ed. Program provides an alternative route to initial teaching certification for those persons who hold a baccalaureate degree. The total hours in an individual's program of study is dependent on previous course work in the teaching content area; therefore, transcript evaluation by the College of Education Teacher Certification Programs Coordinator is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.~~

~~Regular~~

- ~~1. Complete requirements for a bachelor's degree from a regionally accredited institution.~~
- ~~2. Present a transcript evaluation by the College of Education Teacher Certification Programs Coordinator; completion of specified prerequisite course work.~~
- ~~3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.~~
- ~~4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).~~
- ~~5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.~~

~~Provisional~~

~~Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.~~

~~Prerequisites~~

~~Identified through transcript evaluation. Acceptable content courses must meet the 36-hour major field requirements. Previous course work must reflect competence in written language skills, evidenced by grades of "C" or above in Freshman composition courses. In order to enter the Alternative Teacher Education Preparation Program, students must complete all requisites course work and receive Admission to Teacher Education (including a passing score on PRAXIS I).~~

~~Alternative M.Ed. Program Sequence:~~

~~Step One: Complete requisite course work (with a 2.75 or higher GPA) for Provisional Certification~~

- ~~— EDUF 7130—Learning Theories and Applications (3)~~
- ~~— *SCED 6131—Secondary/P-12 Curriculum (3)~~
- ~~— *SCED 6132—Methods for Secondary/P-12 (3)~~
- ~~— *SPED 6130—Introduction to Special Education (3)~~
- ~~— MUSC 7231—History and Philosophy of Music Ed (3)~~
- ~~— MUSC 7431—Advanced Choral Techniques and Materials or~~
- ~~— MUSC 7433—Advanced Instrumental Techniques and Materials (3)~~
- ~~— *ESED 6798—Supervised Practicum (1-3 for those with no previous teaching experience)~~

~~Step Two: Acquire Provisional Certification~~

- ~~1. Pass the PRAXIS II Test in the appropriate teaching field area.~~
- ~~2. Apply for Provisional Certification from the Georgia Professional Standards Commission (dated and valid for 3 years). Must have teaching position for Provisional Certification; not required to continue in the Alternative M.Ed. Program.~~

~~Step Three: Complete requisite course work for Level Four Certification (initial Clear Renewable Certificate).~~

- ~~— **Completion of ESED 6799—Internship: P-12 Programs (3-9) or ESED 4799—Student Teaching (9)~~

~~Step Four: Successful completion of admission requirements for the M.Ed. degree program (regular or provisional status).~~

~~Step Five: Clear Renewable Level Four Certification recommended to Professional Standards Commission (regular or provisional status).~~

~~Step Six: Complete course work (with a 3.00 or higher GPA) for the M.Ed. degree and Level Five Certification.~~

- ~~— EDUC 7130—Curriculum Theories and Design (3)~~
- ~~— EDUR 7130—Educational Research (3)~~

- ~~MUSC 6131—Music Reference Tools and Resources (3)~~
- ~~MUSC 6531—Technology in Music (3)~~
- ~~MUSC 7432—Choral Literature (3) OR MUSC 7434—Band Literature (3)~~
- ~~Music Theory or Composition Elective (3)~~
- ~~Music History or Literature Elective (3)~~

Electives 3 Hours

Select one from the following:

- ~~MUSC 7234—20th Century Music Methods (3)~~
- ~~MUSC 7331—Advanced Analytical Techniques (3)~~
- ~~MUSC 7334—Advanced Choral Arranging (3)~~
- ~~MUSC 7435—Marching Band Techniques (3)~~
- ~~MUSC 7531—Advanced Band Techniques (3)~~

Step Seven: Level Five Certification recommended to the Professional Standards Commission.

OTHER PROGRAM REQUIREMENTS

- *Successful completion of M.Ed. Comprehensive Exit Examination*
- *Must successfully complete assessments identified at each program transition point*

**Certification courses not included in the M.Ed. Program of Study*

***Must have Provisional Certification and a teaching position in order to enroll in ESED 6799. Credits may vary due to individual needs.*

Justification: Low enrollments in the Alternative M.Ed. Music Education program and the College of Education move to the Master of Arts in Teaching degree program.

MOTION: Dr. Delores Liston moved to approve the program revision from the Teaching and Learning Department. Dr. Ron MacKinnon provided the second. The motion was passed.

Program Revision

Teacher Support Service (TSS) Endorsement

Delete endorsement program

TEACHER SUPPORT SPECIALIST ENDORSEMENT

Purpose: Prepares individuals to supervise individuals completing student teaching requirements or to mentor interns/beginning teachers.

Requirements

1. *Hold a bachelor's degree from a regionally accredited institution.*
2. *Hold a valid professional Georgia teaching certificate (T4).*
3. *Complete 6 semester hours of prescribed course work.*
 - ~~EDLD 7137—Supervising Skills for Teacher Support Specialists (3)~~
 - ~~ESED 7138—Supervision of Teachers (3)~~

Justification: The TSS Endorsement enrollments have diminished over the past two years since the GA Professional Standards Commission no longer pays \$250 stipends to teachers who supervise student teachers (versus \$50 to non-endorsed teachers). That funding source was pulled and the incentive to teachers to acquire the TSS endorsement was affected. Also, the state is developing a new initiative that will probably impact the TSS endorsement. This may lead to a different type of endorsement that we may choose to develop at a later date. Also, with our upcoming NCATE/PSC accreditation review, we did not want to write a program report on the TSS endorsement since it has been inactive.

MOTION: Dr. Delores Liston moved to approve the program revision from the Teaching and Learning Department. Dr. Jerry Wilson provided the second. The motion was passed.

III. UNFINISHED BUSINESS

IV. NEW BUSINESS

V. ANNOUNCEMENTS

Dr. Charles Hardy updated the Graduate Committee on the University's progression in adding three new terminal Doctoral programs (Psychology Doctorate (PsyD), Doctorate of Business Administration (DBA), Doctorate of Public Health (DRPH). Dr. Hardy also provided an update regarding the sector change to a Carnegie Doctoral Research Intensive Institution.

Dr. Charles Hardy announced to the Graduate Committee that on January 1, 2006, he will assume the position of founding Dean of the Jiann-Ping Hsu School of Public Health, and Dr. Sandra Nettles will become the interim Dean of the College of Graduate Studies.

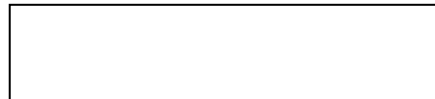
VI. ADJOURNMENT

MOTION: Dr. Ron MacKinnon moved to adjourn the meeting. Dr. Dr. Vladan Jovanovic provided the second. The motion was passed.

There being no further business, the meeting was adjourned on October 13, 2005 at 9:30 AM.

Respectfully submitted,

Belinda Lucas
Staff Assistant



November 10, 2005, Graduate Committee Meeting

College of Graduate Studies Conference Room

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Cindi Chance, Academic Affairs; Dr. Robert Vogel, CHHS; Dr. Jerry Wilson, COBA; Dr. Sonya Shepherd, LIB; Dr. Bede Mitchell, LIB; Dr. Robert Cook, CIT; Dr. Xiezhong Li, COST; Dr. Delores Liston, COE; Dr. Ron MacKinnon, CIT; Dr. Constantin Ogloblin, COBA; Dr. Candy Schille, CLASS; Dr. Hsaing-Jui Kung, CIT; Dr. Jim Pugh, Psychology; Dr. Curtis Ricker, CLASS; Ms. Candace Griffith, Provost's Office

Others:

Dr. I

Dr. Richard Flynn called the meeting to order November 10, 2005 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as amended.

MOTION: Dr. Ron MacKinnon made the motion to approve the agenda as amended. Dr. Delores Liston provided the second. The motion was approved.

II. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF BUSINESS ADMINISTRATION

Department of Finance and Quantitative Analysis

Course Revision

MGNT 7331 Problem Solving with Quantitative Analysis – Change Title, Prerequisite & Catalog Description

Change Title From -
Problem Solving with Quantitative Analysis

Change Title To –
Managerial Decision Analysis

Prerequisite From –
BUSA 3131 (within last 5 years) and BUSA 3132 (within last 5 years)
Or
MGNT 6330

Prerequisite To –
Minimum grade of "B" in BUSA 3131 and CISM 2530 (both within last 5 years)
Or
MGNT 6330

Student must also score in excess of 30 on the quantitative area of the GMAT exam

Current Catalog Description

The course teaches the student how to diagnose practical problems in various business disciplines, decide upon the appropriate linear model for a given situation, and decide which inferential technique will answer the problem. The course focuses on relating statistical models to real world problems. Students use Excel and SPSS.

Proposed Catalog Description

The course will provide a conceptual paradigm for decision makers to construct models and analyze decisions in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and statistical quality control. The course will be spreadsheet based.

Justification: The Quantitative Analysis Tools and additional Managerial Decision Analysis Tools such as Forecasting using Regression and Time-Series Analysis, Optimization Models, and Exploratory Data Analysis are important for our MBA market.

MOTION: Dr. Jerry Wilson moved to approve the course revision from the Department of Finance and Quantitative Analysis. Dr. Ron MacKinnon provided the second. The motion was passed.

New Course Proposal

MGNT 7339

Applied Regression Analysis and Forecasting for Business

The course teaches the student how to diagnose practical problems in various business disciplines, decide upon the appropriate model formulation for a given situation, and interpret the statistical results in a managerial context. The course focuses on fitting regression and time series models to real business problems. Students will use Excel and SPSS. When possible students will analyze real data sets.

MOTION: Dr. Jerry Wilson moved to approve the new course proposal from the Department of Finance and Quantitative Analysis. Dr. Ron MacKinnon provided the second. The motion was passed.

Course Revision

MGNT 6330 Quantitative Methods for Business – Change Title & Catalog Description

Change Title From -
Quantitative Methods for Business

Change Title To –

Business Statistics using Spreadsheet Analysis

Current Catalog Description

An introduction to statistical and management science techniques commonly applied by managers. Provides the foundation for understanding the concepts and applications that will be studied in MGNT 7331. The MBA course will extend the depth and breadth of coverage, introduce the participants to advanced concepts and state-of-the art techniques and applications and allow the class to integrate concepts from other fields in addressing business decisions.

Proposed Catalog Description

Coverage of statistical techniques and concepts commonly applied by managers. Topics covered include descriptive and graphical analysis, probability, sampling, statistical inference, and regression analysis. Spreadsheet and database analysis will be included in the coverage. Provides the foundation for understanding the concepts and applications that will be studied in MGNT 7331.

Justification: A prerequisite requirement for admission to the Georgia Southern University MBA is currently satisfactory completion of BUSA 3131 and BUSA 3132 or MGNT 6330. This prerequisite has caused many BBA graduates of AACSB programs to be required to complete BUSA 3132 or MGNT 6330 and MGNT 6330 attempts to level in statistics, quantitative analysis, and spreadsheet tools. Much of 6330 is review for AACSB graduates but it is required for the quantitative analysis.

The prerequisite requirement for admission to the Georgia Southern University MBA referenced above will be changed to satisfactory completion of BUSA 3131 and CISM 2530 or MGNT 6330.

MOTION: Dr. Jerry Wilson moved to approve the course revision from the Department of Finance and Quantitative Analysis. Dr. Candy Schille provided the second. The motion was passed.

Department of Accounting**Course Revision****ACCT 5232G Managerial Accounting III – Change Catalog Description****Current Catalog Description**

Continues the study of management accounting to increase competence in managerial accounting techniques that can be used to assist managers in the pricing of products or services, to demonstrate the application of specialized uses of accounting information in inventory costing, planning and control functions, and to enhance the use of a variety of decision making techniques. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Proposed Catalog Description

Continues the study of management accounting by focusing on current topics in the areas of 1) controllership, 2) applications and implications of modern costing and management accounting techniques, including advanced costing techniques, performance measurement, and process analysis, and 3) the legal, corporate and professional responsibilities of accounting departments. Specific topics may vary from year to year. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Justification: These revisions add to the body of knowledge required for students to become expert in advanced managerial accounting.

ACCT 7730 Internship in Accounting – Grade mode change

Change grade mode from A,B,C to S or U.

MOTION: Dr. Candy Schille moved to approve the course revisions from the Department of Accounting. Dr. Jerry Wilson provided the second. The motion was passed.

Program Revisions

MBA

Change course description for MGNT 6330

Change course description for MGNT 7331

M.B.A. BUSINESS ADMINISTRATION 30 HOURS for General MBA
36 HOURS for MBA with Area Concentration

Program of Study: General M.B.A. Degree

A student admitted to the College of Graduate Studies as a prospective candidate for the Master of Business Administration degree must present evidence of satisfactory completion (a grade of "C" or better) of the following "Core/Foundation" course content in Business Administration or take the undergraduate equivalents:

Core/Foundation/Prerequisites.....18 Hours

ACCT 6130 - Accounting and Control (3)

ECON 6230 - Foundations of Economics (3)

FINC 6230 - Fundamentals of Corporate Finance (3)

LSTD 6130 - Legal and Ethical Issues in Business (3)

MGNT 6331 - Foundations of Management and Marketing (3)

MGNT 6330 - ~~Quantitative Methods for Business~~ Business Statistics Using Spreadsheet Analysis (3)

General MBA Requirements24 Hours

ACCT 7230 - Accounting for Executives (3)

CISM 7330 - Information Technology Management (3)

FINC 7231 - Financial Problems (3)

MGNT 7330 - Leadership and Motivation (3)

MGNT 7331 - ~~Problem Solving with Quantitative Methods~~ Managerial Decision Analysis (3)

MGNT 7430 - Management of Operations for a Competitive Advantage (3)

MKTG 7431 - Strategic Marketing Management (3)

BUSA 7530 - Global Business Strategy (3)

MBA Electives (Select two)6 Hours

Selected from 7000-level courses offered by the College of Business Administration or from approved electives offered elsewhere in the University.

TOTAL: 30 Hours

General MBA Degree

NOTE: ALL ELECTIVE COURSES TAKEN FOR CREDIT TOWARD COMPLETION OF ANY MASTERS LEVEL DEGREE PROGRAM IN THE COLLEGE OF BUSINESS ADMINISTRATION MUST BE APPROVED BY HIS/HER ADVISOR AND MUST INCLUDE ONLY THOSE COURSES RESERVED EXCLUSIVELY FOR GRADUATE STUDENTS. SPECIAL REQUIREMENT: MGNT 7331 (~~PROBLEM SOLVING WITH QUANTITATIVE METHODS~~ MANAGERIAL DECISION ANALYSIS) MUST BE TAKEN DURING THE STUDENT'S FIRST SEMESTER OF 7000-LEVEL COURSE WORK. ~~ALL STUDENTS ENROLLED IN MGNT 7331 MUST TAKE A BASIC QUANTITATIVE SKILLS PROFICIENCY EXAM DURING THE FIRST WEEK OF CLASSES. IF THE STUDENT FAILS THE EXAM, THEN HE/SHE WILL BE ADVISED TO ENROLL IN MGNT 6330 BEFORE TAKING MGNT 7331. STUDY GUIDELINES FOR THE BASIC SKILLS PROFICIENCY EXAM CAN BE OBTAINED FROM THE COLLEGE OF BUSINESS ADMINISTRATION OFFICE OF GRADUATE STUDIES.~~

M.B.A. BUSINESS ADMINISTRATION 36 HOURS WITH AREA CONCENTRATION

Advising: College of Business Administration, Dr. J. Michael McDonald or Angela Leverett, P.O. Box 8050, Statesboro, GA 30460, or (912) 681-5767, or FAX (912) 486-7480.

MBA Area Concentrations:

Students may earn an area concentration in the following fields: Accounting, Health Service Administration, Information Systems, and International Business. The requirements for each concentration are listed below. To earn an MBA with an area concentration, all MBA prerequisite courses must be completed before beginning 7000-level classes. Also, the "General MBA Requirements" described above must be part of the Program of Study.

Accounting Concentration:

General MBA Requirements Excluding ACCT 7230

.....21 Hours

Concentration Requirements, (Select five from the following)

.....15 Hours

ACCT 7130 - Seminar in Financial Accounting (3)

ACCT 7134 - Financial Reporting and Analysis (3)
 ACCT 7330 - Taxation of Corporations and Partnerships (3)
 ACCT 7430 - Seminar in Auditing (3)
 ACCT 7530 - Seminar in Accounting Information Systems (3)
 LSTD 7230 - Law and Ethics for Accountants (3)

NOTE: In addition to the core/foundation/prerequisites for the MBA program, a student who desires to complete the accounting concentration must present evidence of satisfactory completion (a grade of "C" or better) in the following undergraduate courses:

ACCT 3131 - Intermediate Accounting I (3)
 ACCT 3132 - Intermediate Accounting II (3)
 ACCT 4133 - Intermediate Accounting III (3)
 ACCT 3231 - Managerial Accounting II (3)
 ACCT 3330 - Income Tax (3)
 ACCT 4130 - Accounting Information Systems (3)
 ACCT 4430 - Auditing (3)

Health Service Administration Concentration:

General MBA requirements24 Hours
 Concentration Requirements, all four courses must be taken12 Hours
 HLTH 7231 - Epidemiology (3)
 HLTH 7330 - Health Services Administration (3)
 HLTH 7331 - Health Care Financing (3)
 HLTH 7332 - Health Policy Issues and Ethics (3)

Information Systems Concentration:

General MBA requirements24 Hours
 Concentration Requirements, all four courses must be taken12 Hours
 CISM 7331 - Business Systems Analysis (3)
 CISM 7332 - Client/Server Computing (3)
 CISM 7333 - Electronic Commerce (3)
 CISM 7334 - Information Technology Evaluation and Adoption (3)

International Business Concentration:

General MBA requirements24 Hours
 Concentration Requirements, all four courses must be taken12 Hours
 BUSA 7130 - International Trade Management (3)
 FINC 7232 - Global Finance (3)
 MGNT 7334 - Global Management (3)
 MKTG 7435 - Global Marketing (3)

MOTION: Dr. Candy Schille moved to approve the program revision from the Department of Finance and Quantitative Analysis. Dr. Jerry Wilson provided the second. The motion was passed.

Program Revision

MAcc

Change course content for General MAcc program

Change course content for MAcc Forensic Accounting concentration

M.Acc.

ACCOUNTING

30 HOURS for GENERAL MACC

Program of Study – General MAcc Program

Prerequisites

Students admitted to the College of Graduate Studies as prospective candidates for the Master of Accounting must present evidence of satisfactory completion (a grade of "C" or better) of the following course content:

General Business:

- Accounting Fundamentals (Georgia Southern ACCT 6130)
- Foundations of Economics (Georgia Southern ECON 6230)
- Fundamentals of Corporate Finance (Georgia Southern FINC 6230)

- Legal & Ethical Issues in Business (Georgia Southern LSTD 6130)
- Foundations of Management and Marketing (Georgia Southern MGNT 6331)
- ~~Quantitative Methods for Business~~ *Business Statistics Using Spreadsheet Analysis* (Georgia Southern MGNT 6330)

Accounting:

- Intermediate Accounting (Georgia Southern ACCT 3131/3132/4133)
- Managerial Accounting (Georgia Southern ACCT 3231)
- Income Tax (Georgia Southern ACCT 3330)
- Accounting Information Systems (Georgia Southern ACCT 4130)
- Auditing (Georgia Southern ACCT 4430)

Required Courses

The Master of Accounting program consists of eighteen hours of core instruction in accounting and law and twelve hours of electives:

Accounting Core 18 Hours
 ACCT 7130 - Seminar in Financial Accounting (3)
 ACCT 7134 - Financial Reporting and Analysis (3)
 ACCT 7330 - Taxation of Corporations and Partnerships (3)
 ACCT 7430 - Seminar in Auditing (3)
 ACCT 7530 - Seminar in Accounting Information Systems (3)
 LSTD 7230 - Law and Ethics for Accountants (3)

Electives (no more than six ACCT hours) 12 Hours
 Selected from 7000-level courses offered by the College of Business Administration, or from approved electives offered elsewhere in the University

M.Acc.

**ACCOUNTING WITH
FORENSIC ACCOUNTING CONCENTRATION**

30 HOURS

Program of Study – M.Acc. Forensic Accounting Concentration

Prerequisites

A student admitted to the College of Graduate Studies as a prospective candidate for the Master of Accounting forensic accounting concentration must present evidence of satisfactory completion (a grade of "C" or better) of the following course content:

General Business:

- Accounting Fundamentals (Georgia Southern ACCT 6130)
- Foundations of Economics (Georgia Southern ECON 6230)
- Fundamentals of Corporate Finance (Georgia Southern FINC 6230)
- Legal & Ethical Issues in Business (Georgia Southern LSTD 6130)
- Foundations of Management and Marketing (Georgia Southern MGNT 6331)
- ~~Quantitative Methods for Business~~ *Business Statistics Using Spreadsheet Analysis* (Georgia Southern MGNT 6330)

Accounting:

- Intermediate Accounting (Georgia Southern ACCT 3131/3132/4133)
- Managerial Accounting (Georgia Southern ACCT 3231)
- Income Tax (Georgia Southern ACCT 3330)
- Accounting Information Systems (Georgia Southern ACCT 4130)
- Auditing (Georgia Southern ACCT 4430)

Fraud Examination:

- ACCT 2030 - (ACCT 2102 for Business majors) (3)
- CRJU 3136 - White Collar Crime (3)
- ACCT 4631 - Macro Fraud Examination (3)
- ACCT 4632 - Micro Fraud Examination (3)
- ACCT 5633 - Forensic Interviews & Interrogations (3)
- LSTD 3631 - Fraud and the Law (3)

Required Courses

The Master of Accounting forensic accounting concentration consists of eighteen hours of core instruction in accounting and law and twelve hours of specialized forensic accounting coursework:

Accounting Core 18 Hours

- ACCT 7130 - Seminar in Financial Accounting (3)
- ACCT 7330 - Taxation of Corporations and Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- ACCT 7634 - Fraudulent Financial Reporting (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

Forensic Accounting 12 Hours

- ACCT 7635 - Fraud and Society (3)
- ACCT 7636 - Expert Witnessing (3)
- ACCT 7637 - Forensic Accounting Capstone (3)
- CISM 5131G - Fundamentals of Computer Forensics (3)

MOTION: Dr. Candy Schille moved to approve the program revision from the Department Finance and Quantitative Analysis. Dr. Jerry Wilson provided the second. The motion was passed.

Department of Economic Development

New Course Proposals

The new course proposals submitted by the Department of Economic Development will be tabled.

COLLEGE OF EDUCATION

Department of Curriculum, Foundation, and Reading

Program Revision**EDD in Curriculum Studies**

Change catalog description – delete the section regarding Endorsement Programs

Ed.D.**CURRICULUM STUDIES**

63 semester hours beyond Master's including dissertation, 54 hours beyond Master's excluding dissertation

Advising: Department of Curriculum, Foundations, and Reading, Dr. Delores Liston, P. O. Box 8144, Statesboro, GA 30460, (912) 871-1551, listond@georgiasouthern.edu, FAX: (912) 681-5382, <http://coe.georgiasouthern.edu/foundations/edd.html>

Admission Requirements

The following minimum admission requirements must be met:

1. Complete the work necessary to be eligible for the minimum of a Master's degree from an accredited graduate institution.
2. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
3. Present scores from the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
4. Complete all College of Graduate Studies admission requirements, including:
 - Application for admission
 - Immunization record
 - Official test scores
 - Official transcripts from all institutions previously attended
 - Three professional reference letters
5. Complete an in-house writing sample.
6. Complete an interview, if requested.

Applicants' credentials will be evaluated by the Ed.D. in Curriculum Studies Admissions Committee in order to identify the candidates in that applicant pool to recommend for admission. The number of applicants accepted each year will be dependent upon available resources.

Residency: One academic year of continual enrollment.

Time Limit: All course work credited toward the degree and the Candidacy Examination must be completed within seven years after the completion of the first course in the Program of Study following admission to the program. Students must complete and defend the dissertation within five years of admission to candidacy. If the time limits are not met, a student may be required to take additional course work and/or retake the Candidacy Examination.

Program of Study: This degree program consists of work in four areas: (1) The Doctoral Core, (2) Research and Inquiry, (3) Emphasis Area, and (4) Dissertation. The first two areas require a combined minimum of 39 semester hours of course work, the third area requires a minimum of 15 semester hours of course work, and the fourth area requires a minimum of 9 semester hours. The complete program requires a minimum of 54 semester hours of course work plus 9 hours of dissertation credit.

Prerequisites: Students must meet prerequisites required by the program and by certain courses within the program. The program prerequisites are:

- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)
- EDUF 7235 - Multicultural Education (3)

Some students might enter the program carrying course work beyond the Master's degree. Up to 27 semester hours of applicable and appropriate post-Master's work can be applied toward degree requirements with the approval of the student's Candidacy Committee Chair.

~~**Endorsements:** Students can pursue two Georgia endorsements within the Instructional Improvement Emphasis area.~~

~~**Instructional Supervision Endorsement**~~

~~— EDUC 7130 - Curriculum Theories and Design (3) (Program Prerequisite)~~

~~— EDLD 7132 - Organizational Leadership (3)~~

~~— EDLD 7234 - Educational Supervision (3)~~

~~**L-5 Leadership Certificate**~~

~~— EDLD 7132 - General School Administration (3)~~

~~— EDLD 7133 - School Law (3)~~

~~— EDLD 7234 - Instructional Supervision (3)~~

~~— EDLD 7235 - School Business Administration (3)~~

~~— EDLD 7236 - Educational Personnel Management (3)~~

~~—EDLD 7236—School Personnel Administration (3)~~

~~—EDLD 7337—The Principalship (3)~~

~~—EDUC 7130—Curriculum Theories and Design (3) (Program Prerequisite)~~

~~EDLD 7737—Internship I (3) and EDLD 7738—Internship II (3) (To be completed outside the requirements of the Ed.D. Curriculum Studies Program through the Department of Leadership, Technology, and Human Development.)~~

The Doctoral Core. This is the nexus of the program. As such, it contains courses to be taken by all doctoral students. The Core intertwines the theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation.

Research and Inquiry. This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of this segment are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component of the segment provides for advanced study into *specific methodologies* and their appropriate applications. The Inquiry component addresses theoretical questions of *orientation* of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e. quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

Emphasis Areas. This program offers seven interdisciplinary emphasis areas covering a broad terrain of scholarly inquiry and educational application.

1. **Curriculum Theory**

This area provides opportunities for doctoral students to engage in highly advanced and specialized study of curriculum theory, design, and evaluation. As such, students will exit the program capable of gaining employment at the administrative levels of public school systems as curriculum specialists or of entering the professoriate as curriculum scholars. The program provides both depth and breadth of learning experiences in the field of curriculum beyond the studies of the Doctoral Core, and ensures an intensive exposure to critical aspects of the field.

2. **Instructional Improvement**

This area meets the needs of many practicing professionals in South Georgia. These include curriculum directors, staff development personnel, instructional coordinators, high school department chairs, and lead teachers as well as others in teaching or administrative positions at the P-12 level or in higher education. Education will improve only if teaching improves, and individuals in positions to work with teachers need to be highly qualified and well-trained in innovative techniques for instructional improvement.

3. **Literacy Education**

Literacy has been largely conceptualized in the nation's schools as the acquisition of reading and writing skills. This Emphasis Area moves beyond the utilitarian definition of the term to invoke a larger sphere which integrates diverse aspects of reading, writing, and language which are usually addressed in separate programs. As such, we offer an interdisciplinary approach utilizing a broad definition of literacy as the construction and organization of experience and its articulation through both written and oral forms of communication. The strength of the Emphasis in Literacy Education lies both in its reflection of modern research and perspectives by integrating diverse aspects of language, reading, and writing, traditionally addressed by distinct programmatic organizational patterns; and its targeting of an array of problems endemic to the region.

4. **Mathematics/Science/Computing Technology Education**

This area is for mathematics and science teachers, curriculum directors, and others with a high degree of interest and aptitude in any of these areas. This Emphasis is not intended as a set of separate inquiries into discrete content areas, but rather as an interdisciplinary program emphasizing *the connections* between mathematics in science education, science in mathematics education, and computing technologies in both these fields. Students selecting this Emphasis Area will be better equipped to enhance their own instructional practices as well as provide leadership in interdisciplinary applications of mathematics/science/computing technology education within their constituent schools and school systems.

5. **Multicultural Education**

Originally linked to concerns of racism in schools and schooling, the content of multicultural education has expanded to address inequities based upon gender, class, age, and/or physical ability, as well as wider concerns of cultural diversity. We emphasize both the breadth of analysis inherent in contemporary approaches to multicultural education and the relationship of inquiry to those same analytics. The Emphasis Area will explore new methods for meeting the challenges posed by individual and structural racism, as well as provide for the intense investigation of the needs and problems of the culturally diverse groups found within the region. In addition, this Emphasis facilitates the study of cultural conflicts to determine the roles of family and community in successful multicultural education. Further, the Emphasis Area addresses how schools might be organized to promote creative or non-violent conflict resolution, appreciation of cultural diversity, and the relationship of culture and academic achievement.

6. **Cultural Curriculum Studies**

This emphasis area reflects current major trends in the field of curriculum studies. It centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity. The intersections of popular culture on pedagogy and curriculum theory are complex.

7. **Arts Education**

This area is primarily for art and music teachers, but those theater arts and dance teachers and others with a high degree of interest and aptitude in any of the arts may pursue this Emphasis Area. Students selecting this Emphasis Area will explore curriculum theory and structure in their specific arts discipline and learn new skills in order to develop, implement and revise arts curricula

that meet the educational goals and needs of diverse learners. This Emphasis Area will help arts teachers become better equipped to develop and assess curriculum, instruction, programs, and student achievement in their specific fine arts discipline.

Grade Average. To be eligible for graduation, a student must maintain a cumulative 3.5 grade point average.

Student Assessment. Students will be assessed regularly throughout the program at a variety of administrative and curricular checkpoints. The official sequence is as follows.

1. Admission to the program
2. Course work
3. Candidacy examinations
4. Proposal defense
5. Prospectus defense
6. Dissertation defense

A student will be excluded from the program upon earning grades of "C" or below in two or more courses.

Examinations and Committees. During their tenure in the program, students with their Advisors, will assemble two separate examination committees. The first is the Candidacy Examination Committee, and the second is the Dissertation Committee. Each committee has a distinct mission in the program of the student and specific membership criteria. The membership of these committees may or may not be comprised of the same individuals, at the student's discretion. The following is a description of the mission and membership requirements of each committee.

The Candidacy Examination. Following the completion of the prescribed minimum course work and before a student is formally admitted to candidacy for the doctoral degree, the Candidacy Examination must be passed. This examination evaluates both the work to date and the student's qualifications for advanced research. The content of the examination will cover three blocks: the Core, Research, and an Emphasis area. The administration of the examination consists of two parts: written and oral. The formats for the written portion can be either take-home or timed. Students, in concert with their committee chair, will determine which format to employ for the individual blocks of the written examination. The oral portion must be completed within four weeks after the written portion is concluded and the entire examination process must be completed within nine weeks. If a student does not pass all sections of the candidacy examination, the committee may grant one additional examination over the failed section/s to be administered under conditions stipulated by the committee members. These conditions might include additional course work at the committee's discretion. Students may not take the additional examination any earlier than the term following the first examination.

The Candidacy Committee. The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Emphasis). All committee members must hold Graduate Faculty status. If the committee is larger than three (at the student's request), there may be only one dissenting vote in order for the candidate to pass. Upon successful completion of the Candidacy Examination, the student is formally admitted to candidacy and will begin work on the dissertation.

The Proposal Hearing. The dissertation is simultaneously the last requirement in the program and the first research project as a curriculum scholar. There are two check points in the dissertation process, the first being the Proposal Hearing. This is to ensure the committee's agreement with the project and to elicit any preliminary suggestions and/or redirection of question, context, method, and/or analysis.

The Prospectus Hearing. This is to provide formal feedback on the first three chapters of the dissertation (or the introduction, theoretical framework, literature review and methodology) before the student begins the "data collections" stage of the dissertation.

The Dissertation Defense. The defense will be undertaken once the project is complete. Although there are traditional formats for dissertations in education, the Department requires no template for construction. There are, however, certain tenets of educational research which should be addressed in some manner in the work depending upon the general theoretical structure (quantitative or qualitative), and the methodological approach chosen from within that theoretical paradigm. The role of the dissertation chair is critical in this process and candidates should carefully choose the individual with whom they wish to work.

The Dissertation Committee. The Proposal Hearing, Prospectus Hearing, and the Dissertation Defense is proctored by at least four members of the Graduate Faculty and conducted in a public forum. The membership is as follows: the Director of the dissertation and three readers, one of whom must be from outside the College of Education. Candidates, in concert with their chair, will choose the individuals of the committee. Three of the four members must approve the dissertation and the final examination in order for the candidate to receive the doctoral degree. If the committee is larger than four (at the candidate's discretion), there may be only one dissenting vote in order for the candidate to pass.

Distinguished Off-Campus Scholar. Having a highly respected scholar from another institution or research center serving on a doctoral examination committee can be very valuable. Therefore, a person who is a nationally or internationally recognized scholar may serve as a voting member of a dissertation examination committee for an individual doctoral student. Further information and criteria for such an appointment should be obtained from the dissertation chair or the program director.

NOTE: All electives must be approved by committee chair

Doctoral Core 15 Hours

- EDUC 9230 - Power and Schooling (3) **OR** EDUF 7233 - School and Society (3)
- EDUC 9631 - Advanced Seminar in Curriculum Theory (3)
- EDUF 8831 - Philosophies of Education (3)
- EDUF 9131 - Ethical Dimensions of Education (3)
- EDUF 9132 - History of American Curriculum (3) **OR** EDUF - 7234 History of American Education (3)

Research and Inquiry 12 Hours

- EDUC 9232 - Forms of Curriculum Inquiry (3)
- EDUF 9133 - Theories of Educational Inquiry (3)
- EDUR 8131 - Educational Statistics I (3)
- EDUR 9231 - Qualitative Research (3)

Doctoral Core and Research and Inquiry Combined Electives 12 Hours

Emphasis in Curriculum Theory 15 Hours

- EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated for elective credit)
- EDUC 9132 - Critical Reading in Curriculum (3) (May be repeated for elective credit)
- Electives (9)

Emphasis in Instructional Improvement 15 Hours

Option A - Learning and Instruction

- EDUC 9133 Curriculum Design and Evaluation (3)
- Select two of the following:
 - EDUF 8131 - Theories of Adolescence (3)
 - EDUF 8133 - Interaction and Learning (3)
 - EDUF 8134 - Models of Motivation (3)
 - EDUF 8135 - Thinking and Problem Solving (3)
 - EDUF 8136 - Theories of Human Development (3)
- Electives (6)

Option B-L5 Leadership Certificate (plus field experience)

- EDLD 7132 - General School Administration (3)
- EDLD 7133 - School Law (3)
- EDLD 7234 - Instructional Supervision (3)
- EDLD 7235 - School Business Administration (3)
- EDLD 7236 - School Personnel Administration (3)
- EDLD 7337 - The Principalship (3), EDLD 7737 - Internship I (3), and EDLD 7738 - Internship II (3) to be completed outside the program.

Emphasis in Literacy Education 15 Hours

- READ 8130 - Advanced Diagnosis and Correction of Reading Difficulties (3)
- Electives (12)

Emphasis in Mathematics/Science/Computing Technology Education 15 Hours

- ESED 8537 - Trends in MSC Education (3)
- ESED 8538 - Applications: Mathematics/Science Education (3)
- ESED 8539 - Computer Technology in Math/Science Education (3)
- Electives (6)

Emphasis in Multicultural Education 15 Hours

- EDUF 7231 - Comparative Educational Thought (3)
- EDUF 9632 - Regional Issues in Multicultural Education (3)
- Electives (9)

Emphasis in Cultural Curriculum Studies 15 Hours

- EDUF 9631 Seminar in Cultural Studies (3)
- EDUC 9132 Critical Readings in Curriculum (3)
- Electives (9)

Emphasis in Arts Education 15 Hours

- Electives (15) (*determined in consultation with advisor*)

Dissertation 9 Hours

- EDUC 9999 - Dissertation (3) (*minimum of 9 credit hours*)

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Curriculum, Foundation, and Reading. Dr. Constantin Ogloblin provided the second. The motion was passed.

Department of Leadership, Technology and Human Development

Program Revision

MED in Educational Leadership

Delete option of taking ITEC 8534**M.Ed.****EDUCATIONAL LEADERSHIP****36 HOURS**

Advising: Department of Leadership, Technology, and Human Development, Dr. Walter Polka, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5600, wpolka@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

Admission Requirements**Regular**

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master's degree in a related field may be admitted; however, additional course work may be required.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Three (3) years of teaching experience prior to admission to the program.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements.....12 Hours

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

EDUC 7130 - Curriculum, Theories and Design (3)

ITEC 7530 - Instructional Technology for Educators (3) ~~OR ITEC 8534 - Instructional Technology for School Leaders (3)~~**Specific Requirements.....24 Hours**

EDLD 7132 - General School Administration (3)

EDLD 7133 - School Law (3)

EDLD 7234 - Instructional Supervision (3)

EDLD 7235 - School Business Administration (3)

EDLD 7236 - School Personnel Administration (3)

EDLD 7337 - The Principalship (3)

EDLD 7737 - Supervised Field Experience I (3)

EDLD 7738 - Supervised Field Experience II (3)

NOTE: Upon evidence of three years of acceptable (Certified) school experience, completion of all M.Ed. degree requirements, and successful completion of the certification test in Educational Leadership (Praxis II), the student will be endorsed for the Renewable Level-5 Certificate in Leadership.

OTHER PROGRAM REQUIREMENTS

- Successful Completion of the M.Ed. Comprehensive Exit Examination
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Ron MacKinnon provided the second. The motion was passed.

Course Deletions**ITEC 7338****Internet as an Information Resource**

Justification: The course has not been taught recently and is not included on the program of study.

ITEC 8230**Visual Communication in Instruction**

Justification: The course has not been taught since Fall 2001 and is not included on the program of study.

ITEC 8434**Needs Assessment**

Justification: This course is not required on the ITEC program of study.

ITEC 8534**Instructional Technology for School Leaders**

Justification: ITEC 7530 has replaced ITEC 8534. This change has been coordinated with the EDLD faculty, and ITEC 7530 will replace ITEC 8534 on the EDLD Program of Study for the M.Ed.

ITEC 8690 Seminar in Instructional Technology

Justification: ITEC 8690 has not been offered for several years and is not required on the program of study.

MOTION: Dr. Delores Liston moved to approve the course deletions from the Department of Leadership, Technology and Human Development. Dr. Ron MacKinnon provided the second. The motion was passed.

Department of Teaching and Learning

Program Revision:

MED in Early Childhood Education

Deletion of ECED 7130, ECED 7138, and ECED 7032/7032S as electives in the M.Ed. ECED Program of Study

M.Ed. EARLY CHILDHOOD EDUCATION 36 HOURS

Advising: Department of Teaching and Learning, Dr. Susan Franks, P.O. Box 8134, (912) 681-0073, sfranks@georgiasouthern.edu, FAX: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in Early Childhood Education (P-5).
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements 9 Hours

- EDUF 7130 - Learning Theories and Applications (3)
- ECED 7132 - Effective Curriculum and Instruction in Elementary Schools (3)
- EDUR 7130 - Educational Research (3)

Specialized Content for Teaching 12 Hours

(Professional Education Prerequisites)

- ECED 7230 - Advanced Language Arts Methods (3)
- ECED 7530 - Advanced Social Studies Methods (3)
- ECED 7330 - Advanced Math Methods (3)
- ECED 7430 - Advanced Science Methods (3)

Culmination Course 3 Hours

(Professional Education and Specialized Content Prerequisites)

- ECED 7639 - Seminar in P-5 (3)

Restricted Electives 6 Hours

Select 6 hours from the following:

~~ECED 7032/7032S - International Study of Early Childhood/Elementary Education (3)~~

ECED 7090 - Selected Topics in P-5 Education (1-3)

~~ECED 7130 - Creativity and Children (3)~~

~~ECED 7138 - Supervision of Teachers (3)~~

ECED 7231 - Emerging Literacy (3)

ECED 7232 - Children's Literature (3)

ECED 7331 - Emerging Science and Math Concepts (3)

ECED 8230 - Problems in P-5 Language Arts (3)

ECED 8330 - Problems in P-5 Mathematics (3)

ECED 8430 - Problems in P-5 Science (3)

ECED 8530 - Problems in P-5 Social Studies (3)

EDLD 7137 - Supervising Skills for Teacher-Support Specialists (3)

ESED 5232G - Methods for ESOL (3)
 ESED 5233G - Applied Linguistics: ESOL (3)
 ESED 5234G - Cultural Issues: ESOL (3)
 READ 7131 - Approaches to Reading Instruction (3)
 READ 7132 - Diagnosis and Correction of Reading Difficulties (3)
 READ 7330 - Reading in Content Areas (3)
 SPED 7631 - Perspectives on Mild Disabilities (3)
 SPED 7632 - Methods for Mild Disabilities (3)

Open Electives (approved by advisor) 6 Hours

OTHER PROGRAM REQUIREMENTS:

- Successful Completion of M.Ed. Exit Experience
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Teaching and Learning. Dr. Sonya Shepherd provided the second. The motion was passed.

Course Revisions

ESED 8539 Computer Technology in Math/Science Education – Change Prerequisites & Level

Current Prerequisites

Admission to an Ed.S. or Ed.D. program and working knowledge of available mathematics and science K-12 computing technologies or consent of the instructor.

Proposed Prerequisites

Admission to an Ed.S. or Ed.D. program.

Justification: This prerequisite change will make all the courses in the Math/Science/Technology Curriculum Studies Cognate have the same prerequisite. This course also is primarily about the research on integrating technology in the mathematics and science classroom and what types of professional development opportunities are needed to successfully integrate technology in the classroom. Learning and creating technology applications is taught in separate courses (e.g. MSED 5530/5530G and MSED 5531/5531G). This course level is being changed to include only Ed.S and Ed.D candidates.

MGED 8331 Trends in Middle and Secondary Language Arts – Change Subject, Title, Catalog Description, & CIP Code

Current Subject

MGED

Proposed Subject

MSED

Current Title

Trends in Middle Grades Language Arts

Proposed Title

Trends in Middle and Secondary Language Arts

Current Catalog Description

Examines current research and professional literature in middle grades language arts including the areas of writing, reading and writing across the curriculum, language development and literature. Emphasis is placed on examining problematic issues such as student diversity, popular culture, assessment and evaluation, use of technology and instructional strategies for teaching language arts.

Proposed Catalog Description

Students will examine current trends, reform initiatives, and problematic issues related to English language arts curriculum and instruction in middle and

secondary schools. Emphasis will be placed on state and national standards, assessment, technology integration, struggling readers and writers, and responding to the needs of diverse learners. The course contains a field-based research component.

Justification: The course prefix, title, and catalogue description are being changed to provide an opportunity for graduate candidates in both middle grades and secondary programs to enroll in this course. The course content is not being changed since the content is already appropriate for language arts teachers in grades 6-12. Also, the CIP code is being changed to cover MSED.

MSED 7232 Teaching the Great Ideas in Science I – Change Title & Catalog Description

Current Title

Teaching the Great Ideas in Science I

Proposed Title

Teaching the Great Ideas in Science

Current Catalog Description

Teaching the Great Ideas in Science I is the first in a sequence of two courses for graduates in science education. It is designed to enhance students' understanding of the "Great Scientific Premises" that undergird and integrate the scientific disciplines. Emphasis is placed on hands-on interaction with scientific principles and materials that will enhance the capacity of teachers to support their students' construction of scientific understanding. The course explores the physical nature of the universe using the ideas and experiences of both classical and contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the scientific enterprise and to prepare them to help their students "make sense" of the science they are expected to learn. It also is designed to engage teachers in a practical way with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States.

Proposed Catalog Description

This course is designed to enhance students' understanding of the "Great Scientific Premises" that undergird and integrate the science disciplines. Emphasis is placed on hands-on interaction with scientific principles and materials that will enhance the capacity of teachers to support their students' construction of scientific understanding. The course uses the ideas and experiences of both classical and/or contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the history and nature of the scientific enterprise and to prepare them to help their students "make sense" of the science they are expected to learn. It is also designed in a way to engage teachers with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States.

Justification: This course is being revised in order to include the content in both MSED 7232 and MSED 7233. A two-course sequence is not needed to address the Great Ideas in Science. As a result, the course title is being changed to delete the existing two-course sequence. MSED 7233 is being deleted.

MSED 8530 Foundations of Teaching Grades 4-12 Mathematics – Change Prerequisites

Current Prerequisites

Admission to an Ed.D. program or the Ed.S. program in Mathematics Education or Middle Grades Education

Proposed Prerequisites

MSED 7535 with a minimum grade of "B"

Justification: Many masters level students have expressed an interest in learning more about the development of the National Council of Teachers of Mathematics Standards documents. A major focus of this course is to learn more about the rationale for the mathematics standards. This course logically follows MSED 7535 (Teaching Middle Grades and Secondary Mathematics). With the implementation of the MAT secondary program, MSED 7535 will become more of an introductory course than building on a mathematics content pedagogy learned in undergraduate studies. Finally, mathematics graduate students have expressed a need for more coursework options at the masters level.

MOTION: Dr. Delores Liston moved to approve the course revisions from the Department of Teaching and Learning. Dr. Sonya Shepherd provided the second. The motion was passed.

Course Deletion

ECED 7032/7032S International Study of Early Childhood/Elementary Education

Justification: This elective graduate course has not been offered in more than four years. The course number ECED 7032S is also to be deleted.

ECED 7130 Creativity and Children

Justification: This elective graduate course has not been offered in more than four years.

ECED 7138 Supervision of Teachers

Justification: This course is a course in the TSS Endorsement. The TSS Endorsement program has been eliminated.

ECED 8819 P-5 Advanced Seminar and Field Study I

Justification: This course was one of the courses in the Ed.S. in Early Childhood Education. The Ed.S. in Early Childhood has been deleted; therefore, this course is no longer needed.

ECED 8829 P-5 Advanced Seminar and Field Study II

Justification: This course was one of the courses in the Ed.S. in Early Childhood Education. The Ed.S. in Early Childhood has been deleted; therefore, this course is no longer needed.

MSED 7233 Teaching the Great Ideas in Science II

Justification: The content of this course has been integrated into MSED 7232; therefore, this course is not needed.

MOTION: Dr. Delores Liston moved to approve the course deletions from Department of Teaching and Learning. Dr. Sonya Shepherd provided the second. The motion was passed.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Psychology

New Course Proposals

PSYC 7433 Foundations of Psychotherapy II

The focus of this course is to continue to study the major therapy systems, comparing them, contrasting them and looking for the bases of meaningful integration.

PSYC 7431 Advanced Learning and Cognition

This course provides an overview of basic processes in human learning and cognition. Basic research paradigms and both classic and contemporary research

outcomes will be covered.

PSYC 7531 Advanced Personality Psychology

This course provides an overview of classic personality perspectives, with in-depth investigation of current personality theories and research.

PSYC 7623 Psychotherapy Skills III

Lecture and laboratory in basic skills of group leadership and group psychotherapy.

MOTION: Dr. Jerry Wilson moved to approve the new course proposals from the Department of Psychology. Dr. Constantin Ogloblin provided the second. The motion was passed.

III. UNFINISHED BUSINESS

IV. NEW BUSINESS

V. ANNOUNCEMENTS

Dr. Saundra Nettles was introduced to the Graduate Committee as the Interim Dean of the College of Graduate Studies effective January 1, 2006.

VI. ADJOURNMENT

MOTION: Dr. Jerry Wilson moved to adjourn the meeting. Dr. Candy Schille provided the second. The motion was passed.

There being no further business, the meeting was adjourned on November 10, 2005 at 9:40 AM.

Respectfully submitted,

Belinda Lucas
Staff Assistant

<p>Minutes approved by email to Graduate Committee on November 10, 2005. No negative votes were received.</p>

January 26, 2006, Graduate Committee Meeting, College of Graduate Studies Conference Room

Present: Dr. Richard Flynn, CLASS; Dr. Saundra Nettles, COGS; Dr. Cindi Chance, Academic Affairs; Dr. Robert Vogel, CHHS; Dr. Sonya Shepherd, LIB; Dr. Bede Mitchell, LIB; Dr. Robert Cook, CIT; Dr. Xiezhong Li, COST; Dr. Delores Liston, COE; Dr. Ron MacKinnon, CIT; Dr. Constantin Ogloblin, COBA; Dr. John Nauright, CHHS; Dr. Ming Fang He, COE; Dr. Donna Saye, COST; Ms. Candace Griffith, Provost's Office; Dr. Barbara Price, COBA; Dr. Darrell Parker, COBA; Dr. Sue Moore, CLASS; Dr. Haus Mortensen, COST

Others: Dr. Dick Diebolt, COGS; Ms. Belinda Lucas, COGS; Ms. Ann Montalvo, Registrar's Office

Dr. Richard Flynn called the meeting to order January 26, 2006 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as amended.

MOTION: Dr. Ron MacKinnon made the motion to approve the agenda as amended. Dr. Bede Mitchell provided the second. The motion was approved.

II. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF EDUCATION

Department of Teaching and Learning

Program Announcement – For Information Only

FOR INFORMATION ONLY

Catalog Copy

for Policy to Award Graduate Credit for National Board Certification

(policy approved by Graduate Committee on 10/13/05)

Page 237 of 05-06 CATALOG

CREDIT BY TRANSFER

A graduate student may transfer graduate credit ~~for~~ **from** a regionally accredited institution for recording on a permanent record. ***Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification may be accepted for elective credit in a Master's or Education Specialist's program of study.*** Maximum graduate credit of **six (6) transferred semester** hours may apply toward a Master's or Education Specialist's degree provided:

- The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University. ***(Not required for transfer of ACE transcript credit.)***
- An official transcript is sent directly to the College of Graduate Studies from the institution in which the graduate work was taken.
- The credit was earned no more than 7 years prior to the date of completion of the graduate degree.
- The student's advisor or major professor has to approve the transfer credit as a part of the students approved program of study.
- A student pursuing a graduate degree at Georgia Southern University who plans to take graduate courses at another institution as a transient student must complete a Graduate Student Transient Permission Form, which must be approved by the advisor or major professor and the College of Graduate Studies prior to enrolling in the transient courses. This procedure insures that courses taken as a transient student at another institution will constitute a part of the planned program of study. Students who take courses without prior approval are doing so with the possibility that the course may not count in the degree program.
- A degree candidate may not graduate at the end of a term in which (s)he is enrolled as a transient student at another institution. The student, upon request, will be furnished a statement that all requirements for the degree have been completed when the said requirements have been satisfied.
- No grade lower than a "B" in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Georgia Southern University.

Page 241 (The Master's Degree section)**Transfer of Credit**

Georgia Southern University accepts graduate credit from a regionally accredited institution for recording on a permanent record. ***Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification credit may be accepted for elective credit in a Master's program of study.*** A maximum of six (6) semester hours of ***transferred*** graduate credits ~~from a regionally accredited institution~~ may apply toward a Master's or Education Specialist's degree provided:

1. The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University ***(Not required for transfer of ACE transcript credit.);***
2. Official transcripts showing all transfer credits are sent directly to the College of Graduate Studies from the institution(s) in which the graduate work was taken;
3. The credit was earned no more than seven years prior to date of completion of the graduate degree to which the work is to be credited at Georgia Southern;
4. The student's major professor or advisor has approved the transfer credit as part of the student's planned program of study;
5. No grade lower than a "B" in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Georgia Southern University.

Research conducted outside an academic program cannot be accepted for credit as part of a program of study.

Page 244 (Education Specialist Degree section)**Transfer of Credit**

Georgia Southern University accepts graduate credit from a regionally accredited institution for recording on a permanent record. ***Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification credit may be accepted for elective credit in an Education Specialist's program of study.*** A maximum of six (6) semester hours of ***transferred*** graduate credits ~~from a regionally accredited institution~~ may apply toward an Education Specialist's degree provided:

The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University ***(Not required for transfer of ACE transcript credit.);***

Official transcripts showing all transfer credits are sent directly to the College of Graduate Studies from the institution(s) in which the graduate work was taken;

The credit was earned no more than seven years prior to date of completion of the graduate degree to which the work is to be credited at Georgia Southern University;

The student's major professor or advisor has approved the transfer credit as part of the student's planned program of study.

No grade lower than a "B" in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Georgia Southern University.

Research conducted outside an academic program cannot be accepted for credit as part of a program of study.

New Course Proposals**SPED 7633****Introduction to Augmentative Language**

This course is an introduction to Augmentative Language and is designed to develop conversational signing skills at the beginning level. Candidates will develop expressive and receptive sign skills, and learn the manual alphabet, numbers, and sign vocabulary. Other topics include grammar, history, fingerspelling, terminology, and Deaf culture.

SPED 7634**Characteristics and Assessment of Low Incidence Populations**

This course is designed to provide the graduate candidate with an introduction to the characteristics and assessment of students with moderate to severe disabilities in low incidence categories including mental retardation, sensory impairments, physical disabilities, multiple disabilities, chronic health impairments, autism, and traumatic brain injury. Historical and philosophical perspectives of programs related to students with moderate to severe disabilities using a life-span approach will be explored. Positive behavioral support strategies will be introduced. Developmentally appropriate formal and informal assessment will be addressed. In addition, this course will include reflection on multicultural, diversity, technology, employment and community living issues facing this population of individuals with disabilities.

SPED 7635**Methods for Low Incidence Populations**

This course is designed to provide students with practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with moderate to severe disabilities. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction, with special emphasis on application of the diagnostic-prescriptive process.

MOTION: Dr. Delores Liston moved to approve the new course proposals from the Department of Teaching and Learning. Dr. Ming Fang He provided the second. The motion was passed.

Program Revisions**MED in Special Education**

Revise Program of Study to reflect two (2) strands instead of the current four (4) strands.

M.Ed.**SPECIAL EDUCATION****33 HOURS****36 HOURS**

Advising: Department of Teaching and Learning, Dr. Maggie LaMontagne, P.O. Box 8134, Statesboro, GA 30460, (912) 681-0353, lamontag@georgiasouthern.edu, FAX: (912) 486-7104, <http://coe.georgiasouthern.edu/tandl/>

Admission Requirements**Regular**

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in Special Education. Persons may be admitted into the program with Level Four Certification in a teaching field other than Special Education if prerequisite course work is completed.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Orientation

In addition to the above requirements, all new master's level students must schedule and meet with their assigned Special Education Advisor for a brief interview and orientation meeting prior to their first semester of course work in order to meet the registration requirements of the program.

Prerequisites

~~*PSYC 3330—Abnormal Psychology~~

READ 4131 - The Teaching of Reading (3) **OR** READ 7131 - Approaches to Reading Instruction (3)

SPED 6130 - Introduction to Special Education (3)

SPED 6230 - Assessment in Special Education (3)

SPED 6330 - Classroom Management (3)

SPED 6231 – Special Education Laws & Procedures (3)

Program of Study for Certification Areas

Professional Education Core Requirements 6 Hours

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

Specialized Content for Teaching 15-12 Hours

ITEC 7530 - Instructional Technology Foundations (3) OR ITEC 8530 - Application of Instructional Technology (3)

SPED 7133 - Collaboration Across the Life Span (3)

~~SPED 7136 - Language Development (3)~~

SPED 7630 - Seminar in Special Education (3)

SPED 7736 - Internship (3).

Specialized Area of Emphasis Courses -6- 9 Hours~~6 hours in courses specific to the certification area: Behavior Disorders, Interrelated Disabilities, Learning Disabilities, or Mental Retardation (must have Advisor approval)~~

Select one of the following sets of courses:

Moderate-Severe Disabilities-Adaptive Curriculum

SPED 7634 - Characteristics of Low Incidence Populations (3)

SPED 7635 - Methods for Low Incidence Populations (3)

SPED 7633 - Introduction to Augmentative Language (3) OR SPED 7136 - Language Development (3)

Or

Mild Disabilities - General Curriculum

SPED 7631 - Perspectives on Characteristics of Mild Disabilities (3)

SPED 7632 - Methods for Mild Disabilities (3)

SPED 7136 - Language Development (3)

Electives 6 Hours**Reading Electives.....9 Hours**

READ 7132 - Diagnosis & Correction of Reading Difficulties

READ 7230 - Issues and Trends in Reading

READ 7330 - Reading in the Content Area

NOTE: Interrelated certification may be earned and/or endorsements may be added in Gifted Education and Preschool Handicapped through selected course work; however, program may exceed 36 semester hours.

OTHER PROGRAM REQUIREMENTS

- Successful completion of an electronic portfolio project
- Must successfully complete assessments identified at each program transition point

*Prerequisite for M.Ed. in Special Education with a focus in Behavior Disorder, only program.

Justification: The Georgia Professional Standards Commission has redesigned its special education certification requirements. The Special Education Program at Georgia Southern is proposing a redesign of the M.Ed. program in Special Education to reflect the current content identified by the PSC as required for certification in Special Education. The categorical strands of behavior Disorders, Learning Disabilities, Interrelated, and Mental Retardation are no longer areas of certification in the State of Georgia. Consequently, the proposed revision replaces these four strands with two strands: Mild Disabilities-General Curriculum, and Moderate-Severe Disabilities-Adaptive Curriculum.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Teaching and Learning. Dr. Ming Fang He provided the second. The motion was passed.

MA in Teaching

Revise the MAT Program of Study to correct (in Track One and Track Two) the course prefix for MSED 7131 Enhancing Student Performance in the Middle & Secondary Schools.

MASTER OF ARTS IN TEACHING

33-48 Hours

Contact: Department of Teaching & Learning, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Program Intent and Admission Requirements:

The MAT leads to initial teaching certification and a master's degree for those persons who hold a bachelor's degree

from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

Study Concentration/Track 1: Secondary Education certification (6-12) for candidates who hold a bachelor's degree in English, business, mathematics, science, social science, or related field.

Study Concentration/Track 2: Middle Grades certification (4-8) for candidates who hold a bachelor's degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

Study Concentration/Track 3: Special Education certification (P-12) for candidates who hold a bachelor's degree in psychology, counseling, child and family development, or a closely-related field.

Study Concentration/Track 4: P-12 Education certification for candidates who hold a bachelor's degree in Art or Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education's Director of Advisement and Certification, is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements

Regular

Hold a bachelor's degree from a regionally accredited institution.

1. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
4. Submit passing scores on the PRAXIS I exam or be exempted by acceptable SAT, ACT, or GRE scores.
5. Submit a passing score on the PRAXIS II exam in the area for which one is seeking certification. (Not required for the MAT in Special Education.)
6. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MAT Program Sequence

Step One: The following courses are prerequisites to Steps 2 and 3:6-9 Hours

EDUF 7130 - Learning Theories and Applications (3)

SPED 6130 - Introduction to Special Education (3)

ITEC 7530 - Instructional Technology Foundations (3) **or** PSC Test-Out Option

[Review for admission to the Teacher Education Program (TEP), required for progression to Step Two.]

Study Concentration/Track One: Secondary Education with Teaching Fields in Science, Social Science, Mathematics, English, or Business (Grades 6-12)27 Hours

Step Two: Secondary Education Block (9 hours to be taken concurrently):

SCED 6131 - Curriculum and Methods for the Secondary School (3)

ESED 6738 - Supervised Practicum (3)

Appropriate Advanced Methods Course: MSED 7231 Hands-On-Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, MSED 5333G Literature & Writing for the Middle & Secondary School, or BEED 5130G Cooperative Vocational Education. (3)

Step Three: Supervised Internship (9 hours):

ESED 6799 – Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of SCED 6799]

Step Four: Course work required for completion of the MAT degree (9 hours):~~ESED~~ **MSED** 7131 – Enhancing Student Performance in the Middle & Secondary Schools (3)

EDUR 7130 – Educational Research (3)

SCED 8633 – Seminar in Secondary Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Two: Middle Grades Education (Grades 4-8)39 Hours**Step Two: Middle Grades Education Block (9 hours to be taken concurrently):**

MGED 6131 - Curriculum and Methods for the Middle Grades (3)

ESED 6738 - Supervised Practicum (3)

Appropriate Advanced Methods Course in One's Primary Concentration Area: MSED 7231 Hands-On-Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)

Step Three: Supervised Internship and Reading/Writing Instruction (12 hours):

ESED 6799 – Supervised Internship (9)

MSED 5333G - Literature & Writing for the Middle & Secondary Schools (3)

[Candidates may apply for initial T-4 certification upon successful completion of MGED 6799]

Step Four: Additional course work required for completion of the MAT degree (18 hours):~~ESED~~ **MSED** 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)

EDUR 7130 - Educational Research (3)

Advanced Methods Course in Second Concentration Area: MSED 7231 Hands-On-Science for the Middle & Secondary Schools, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)

MGED 8131 - Integrated Curriculum for the Middle Grades (3)

MGED 8132 - Effective Middle Schools (3)

MGED 8633 - Seminar in Middle Grades Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Three: Special Education (Grades P-12)36-39 Hours**Step Two: 9 Hour Special Education Prerequisite Content Block**

SPED 6230 – Assessment & Procedures in Special Education (3)

SPED 6231 – Special Education Laws & Procedures (3)

SPED 6330 – Classroom Management (3)

Step Three: 12 Hour Special Education Content For Teaching Block

SPED 7631 – Perspectives on Characteristics of Mild Disabilities (3)

SPED 7632 – Methods for Mild Disabilities (3)

SPED 7133 – Collaboration Across the Life Span (3)

READ 7131 – Approaches to Reading Instruction (3)

Step Four: 6-9 Hour Supervised Internship*

SPED 7736 – Internship in Special Education

*6 hours if currently employed as a teacher of students with mild disabilities; otherwise 9 hours

[*Candidates may apply for initial certification – T-4 upon successful completion of SPED 7736]

Step Five: Additional Coursework for the MAT degree completion (9 hours):

EDUR 7130 – Educational Research (3)

SPED 7136 – Language Development (3)

**SPED 7630 – Seminar in Special Education (3)

**Capstone course includes an exit project for the MAT

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Four: P-12 Education with Teaching Fields

In Art or Spanish (Grades P-12)27-30 Hours

Art Education (30 Hours)

Step Two: Art Education Pedagogy and Supervised Practicum (9 hours):

Art 7432 - Curriculum and Methods in P-5 Art Education (3)

Art 7433 - Methods in Middle and Secondary School Art (3)

Art 7438 - Curriculum Development in Art Education (3)

Step Three: Supervised Internship (9 hours)

ESED 6799 – Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (12 hours):

EDUR 7130 - Educational Research (3)

9 Hours of graduate courses in Art Education approved by the advisor (9)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Spanish Education (27 Hours)

Step Two: Foreign Language Pedagogy and Supervised Practicum (9 hours):

FORL 6431 - Foreign Language Methods P-8 (3)

FORL 6432 - Foreign Language Methods 9-12 (3)

FORL 6393 - Foreign Language Practicum (3)

Step Three: Supervised Internship (9 hours):

ESED 6799 – Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (9 hours):

EDUR 7130 - Educational Research (3)

6 hours of graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Other Program Requirements (for all Tracks)

- Must successfully complete assessments identified at each program transition point

Justification: A change in the MAT Program of Study is being made to correct a typo. The course MSED 7131 Enhancing Student Performance in the Middle and Secondary Schools has been listed in two places using the prefix ESED. The ESED course prefix should be changed to MSED under Track One, Step Four and also under Track Two, Step Four.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Teaching and Learning. Dr. Robert Vogel provided the second. The motion was passed.

MED in Secondary Education

Change title of program to MED in Secondary and P-12 Education

M.Ed. ~~**SECONDARY EDUCATION**~~ 36 HOURS

SECONDARY AND P-12 EDUCATION

(With concentrations in Business Education, English Education, Mathematics Education, Social Science Education, Science Education, or Technology Education)

Advising: Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate (T4) or equivalent in one of the following selected areas of concentration: Business Education, English Education, Mathematics Education, Social Science Education, Science Education, Technology Education or related field.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements..... 6 Hours

EDUF 7130 - Learning Theories & Applications (3)

EDUR 7130 - Educational Research (3)

Specific Requirements 6 Hours

MSED 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)

*SCED 8633 - Seminar in Secondary Education (3)

*Not required for candidates concentrating in Technology Education; substitute

an advisor-approved course

Advanced Subject-Specific Methods Courses in the Concentration Area.....9 Hours

Teaching Field Courses in the Concentration 12 Hours

12 hours of graduate teaching field courses in the selected concentration

approved by the advisor

Elective 3 Hours

Justification: With the small enrollment numbers in each of the advanced programs in each of the secondary teaching fields, a proposal was submitted and approved by Graduate Committee (4/28/05) and is currently being reviewed at the Board of Regents to merge those programs into one **M.Ed. in Secondary Education** program with concentrations in each of the secondary teaching fields. This present proposal is to provide a *context* to add additional concentrations in the P-12 teaching fields; therefore, the Department of Teaching and Learning is proposing to modify the program title from "**M.Ed. in Secondary Education**" to

"M.Ed. in Secondary and P-12 Education." This new program title will provide the *opportunity* to add additional concentrations in one or more of the P-12 teaching fields if/when needed. All of the advanced programs have the same common core. This proposal does not affect the major teaching field courses in the existing secondary or P-12 advanced programs.

MOTION: Dr. Delores Lliston moved to approve the program revision from the Department of Teaching and Learning. Dr. Ming Fang He provided the second. The motion was passed.

Department of Leadership, Technology and Human Development

Program Revisions

MED in Higher Education Administration

Revise the Program of Study and change contact information in catalog.

M.Ed. HIGHER EDUCATION ADMINISTRATION 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, ~~Dr. Meta Harris~~, **Dr. Michael D. Richardson**, P.O. Box 8131, Statesboro, GA 30460, (912) 486-~~0275~~ **7267**, ~~myharris-mdrich~~ **myharris-mdrich**@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements 9 Hours

- EDUR 7130 - Educational Research (3)
- EDUF 7130 - Learning Theories and Applications (3)
- ITEC 7530 - Instructional Technology Foundations (3)

Higher Education Administration ~~Common Core~~ 12-27 Hours

- COUN 7132 - Contemporary College Student (3)
- EDLD 7430 - American Higher Education (3)
- EDLD 7431 - Higher Education Administration (3)
- EDLD 7432 - History of American Education (3)
- EDLD 8431 - Higher Education Law (3)**
- EDLD 8439 - Politics of Higher Education (3)**
- EDLD 8135 - Educational Planning (3)**
- EDLD 8433 - Higher Education Governance (3)**
- EDLD 8735 - Higher Education Practicum (3)**

~~Elective Course work selected in consultation with advisor, master's level or higher~~ 15 Hours

OTHER PROGRAM REQUIREMENTS

- ~~For those students pursuing 18 hours of graduate work in a specific discipline, an additional 3 hours of elective course work in the teaching discipline is required~~
- Successful Completion of a professional portfolio
- Must successfully complete assessments identified at each program transition point

Justification: The changes outlined are needed to move the Higher Education Administration Program into a position of preparing outstanding administrators and leaders for contemporary higher education institutions. The Professional Core represents the course work needed to comply with College of Education requirements for MED students. The Higher Education Administration Core represents a substantial departure from the former program. After much review of other outstanding programs

around the country, meetings with faculty, and both focus groups and individual meetings with students, the Core reflects the necessity for change.

There are no electives in this program. Everyone admitted to the program comes to Higher Education Administration as a new field of study; it is graduate only, no undergraduate majors. Consequently, there is a common core of knowledge, skills and dispositions that must be learned by the prospective higher education administrator. There is no prescribed sequence to course selection. The program will provide the opportunity for the administration of key assessments throughout the program. Since all MED candidates are new to the profession, this will permit faculty to critically examine the progress of candidates through the program; since they will all have similar experiences during the program of study.

The EDLD 8735 Higher Education Practicum course must be completed during the candidate's final semester. Not only will this be an opportunity for the candidate to practice knowledge, skills, and dispositions learned during the program, but it will benefit the candidate as a forum for discussion with other more experienced higher education administrators through seminar and small group activity.

Although the proposed program is rigid, it does provide the theoretical and practical knowledge and skills needed by contemporary higher education administrators. Our belief is that content knowledge is critical at the MED level, particularly for a program without academic background at the undergraduate level. All of the content courses are currently available.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Sonya Shepherd provided the second. The motion was passed.

EDS in Educational Leadership

Revise EDS Ed Leadership Program of Study to show courses in four "core" areas: Research Core, Common Content Core, Specialized Content Core, and Internship Core. Also, add "*" to denote the four courses which include a Key Assessment for the program; delete the section "Other Program Requirements"; and revise the footnote.

Ed.S.

EDUCATIONAL LEADERSHIP

30 HOURS

(For Students Holding Level 5 Certification and Seeking Level 6 Certification)

Advising: Department of Leadership, Technology, and Human Development, Dr. Walter Polka (912) 681-5600, wpolka@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for the Professional Level Five Certificate or equivalent in Educational Leadership.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Have had two years of experience in school work.
6. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisites

EDUR 7130 - Educational Research (3)

Research ~~Sequence Requirements~~ Core – Candidate is required to take all 3 of the following:12
9 Hours

EDLD 8130 - Educational Evaluation (3)*
EDUR 8131 - Educational Statistics I (3)
EDUR 8434 - Field-based Educational Research (3)*

~~EDLD 8839 – Directed Research in Educational Leadership (3)~~

~~Area of Specialization (Selected in Consultation with Adviser)~~

Common Content Core – Candidate is required to take the following courses as per advisor recommendation and approval: ...12 12 Hours

EDLD 8135 - Educational Planning (3)*

~~EDLD 8136 – Educational Facilities (3)~~ EDLD 8533 Politics of Public Education (3)

~~EDLD 8230 – The Curriculum Leader (3)~~ EDLD 8839 Directed Research in Educational Leadership (3)*

~~EDLD 8430 – School Finance (3)~~ EDLD 8532 Policy Studies in Schools OR EDLD 8534 The Superintendency (3)*

Specialized Content Core – Candidate may select 2 of the following courses based on interests and needs as per advisor recommendation and approval

..6 Hours

~~EDLD 8436 – Grant Development/Administration (3)~~ EDLD 8136 Educational Facilities (3)

~~EDLD 8438 – Organizational Leadership (3)~~ EDLD 8230 The Curriculum Leader (3)

~~EDLD 8531 – School Public Relations (3)~~ EDLD 8430 School Finance (3)

~~EDLD 8532 – Policy Studies in Schools (3)~~ EDLD 8436 Grant Development/Administration (3)

~~EDLD 8533 – Politics of Education (3)~~ EDLD 8438 Organizational Leadership (3)

~~EDLD 8534 – The Superintendency (3)~~ EDLD 8531 School Public Relations (3)

Internship Core – Candidate is required to take the following course:

* EDLD 8739 - Advanced Field Experience (3) * 3

Hours

OTHER PROGRAM REQUIREMENTS

- ~~Successful completion of Ed.S. Comprehensive Exit Assessment; involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral defense of a major field-based research paper~~
- ~~Must successfully complete assessments identified at each program transition point~~

* ~~Required in Ed.S. Program of Study when the student lacks at least one year of Administrative/Supervisory experience.~~

* ~~A Key Assessment will be a major component of this course's requirements~~

Justification: The EDLD Education Specialist (Ed.S.) degree program is changing from a two phase program consisting of a Research Core and Specialized Content Core to a four phase program: (a) Phase I, The Research Core; (b) Phase II, The Common Content Core; (c) Phase III, The Specialized Content Core; and (d) Phase IV, The District Internship.

This program change was predicated on the faculty's strong belief that it was the most effective manner to structure the program to guarantee that all candidates would have maximum exposure to the key program concepts and that all of the key ELCC Standards would be appropriately assessed.

The Research Core consists of three required courses designed to further develop and extend the candidates knowledge, research skills and data-driven dispositions to effectuate program changes at the district-wide, regional and/or state levels so that student achievement is improved and the achievement gaps are significantly reduced between various student subgroups as measured by state standardized tests and/or other measures in compliance with the No Child Left Behind Act. There are two key program assessments at this stage.

Phase II, The Common Core consists of five courses designed to provide all candidates with similar content rich experiences related to district-wide, regional and/or statewide administrative educational leadership. There is only one content choice provided to candidates at this stage. However, there are three additional key assessments at this stage which must be successfully completed before the candidate may move onto the next phase of the program.

Phase III, The Specialized Content Core provides all candidates with the opportunity to customize their respective programs of study based on their specific district, regional and/or state level administration leadership interests and needs. There are six courses available for candidates to use in creating their own customized program. Each candidate may select two out of the seven courses in this phase, however, those choices as well as the candidate's customized program of study must be approved by their EDLD advisor.

Phase IV, The District Internship Experience must be taken by all candidates to assure that they have developed the comprehensive dispositions related to school district, regional and state administrative

leadership and have the requisite skills to continuously improve the educational programs of all students via the intensive use of educational research. There is one key assessment at this final stage of the program.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Ming Fang He provided the second. The motion was passed.

EDS in Educational Leadership - Concentration in Higher Education Administration

Revise EDS Educational Leadership Concentration in Higher Education Administration to a total of 30 hours.

Proposal to Revise EDS in Educational Leadership Concentration: Higher Education Administration
(page 266 in 05-06 Catalog)

CONCENTRATION: HIGHER EDUCATION ADMINISTRATION

~~36-39 HOURS~~
30 Hours

Required Research Core. 9 Hours

*EDUR 8131- Educational Statistics I (3) **OR** EDLD 8130 - Educational Evaluation (3)

**EDUR 8434 - Field-Based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3)

Higher Education Core ~~12~~ 15 Hours

Selected in consultation with Advisor

Elective Course work ~~15~~ 6 Hours

Selected in consultation with Advisor

~~Other Concentration Requirements~~

- ~~For those students pursuing 18 hours of graduate work in a specific discipline, an additional 3 hours of content course work is required.~~

**If equivalent was taken, student may substitute with Advisor approval*

***Prerequisite: Advisor and committee approval of research topic*

Justification: We propose to remove the 36-39 hour requirement from the higher education strand of the Ed.S degree in Educational Leadership. The 36-39 hour designation was placed there more than four years ago for those students who would not be enrolling in the doctoral program. However, after experience, we have found that the stipulation is not needed and all those who pursue the doctorate in Educational Leadership do not complete the Ed.S in Higher Education Administration. Consequently, we request that the program hours revert back to those previously stipulated, 30 semester hours, which will also be consistent with the regular Ed.S program. It should be noted that for most programs 30 semester hours is the required minimum for program completion, therefore this is not lessening the quality of the program; but, rather, making the Ed.S programs consistent.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Ming Fang He provided the second. The motion was passed.

EDS in School Psychology

Revise Catalog Copy for Admission Requirements

Ed.S.

SCHOOL PSYCHOLOGY

33 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Robert A. Martin, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5051, bobmart@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

Program Intent: Professional entry-level in the field of School Psychology requires Professional Level Six (S-6) Certification which is acquired after successful completion of the prescribed Ed.S. Program of Study and a passing score on the PRAXIS examination in School Psychology.

Admission Requirements

Regular

1. Complete requirements for a master's degree in School Psychology or equivalent.
2. Present a 3.25 or higher GPA on all graduate work attempted.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of

the Graduate Records Examination (GRE).

4. Submit a personal statement of purpose, ~~not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.~~ that includes reasons for selecting school psychology as a career, self evaluation of personal qualities that would be brought into the program, and the impacts the applicant believes school psychologists should have on the lives of children.
5. Three letters of recommendation from persons well acquainted with the applicant's academic and/or professional performance.

~~5. Additional admission requirements as specified by program.~~

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite

Master of Education in School Psychology or equivalent degree and content

Research Sequence Requirements 9 Hours

- EDUR 8131 - Educational Statistics I (3)
- EDUR 8434 - Field-based Educational Research (3)
- ESPY 8839 - Action Research in Education (3)

Specialized Content 15 Hours

- ESPY 8131 - Individual Intellectual Assessment (3)
- ESPY 8132 - Advanced Intellectual Assessment (3)
- ESPY 8133 - Personality and behavioral Assessment in the Schools (3)
- ESPY 8230 - Consulting in Educational Settings (3)
- ESPY 8631 - Seminar in School Psychology (3)

Applied Content 9 Hours

- ESPY 8737 - Practicum in School Psychology (3)
- ESPY 8738 - School Psychology Internship I (3)
- ESPY 8739 - School Psychology Internship II (3)

OTHER PROGRAM REQUIREMENTS

- Successful completion of Ed.S. Comprehensive Exit Examination; involves constituting a three-faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based research paper
- Must successfully complete assessments identified at each program transition point

NOTE: Successful completion of PRAXIS II Examination required for S-6 Certification in School Psychology.

Justification: The expanded statement of admission requirements has been designed to clarify catalog copy about current admission procedures for prospective and current students.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Ming Fang He provided the second. The motion was passed.

MED in School Psychology

Revise Catalog Copy for Admission Requirements

M.Ed.

SCHOOL PSYCHOLOGY

36 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Robert A. Martin, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5051, bobmart@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

Program Intent: This program prepares psychologists to serve children and adolescents with learning, behavioral, or emotional problems in educational settings. The M.Ed. degree may be obtained after the successful completion of the prescribed program of study; however, the Level Six Certificate in School Psychology is required for Professional Certification in Georgia. Successful completion of the combined Master's and Specialist programs and an acceptable score on the PRAXIS II examination in School Psychology are required for the Renewable Level Six Certificate. Level Four Certification is not required for admission.

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree in the social sciences or in education from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, ~~not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.~~ that includes reasons for selecting school psychology as a career, self evaluation of personal qualities that would be brought into the program, and the impacts the applicant believes school psychologists should have on the lives of children.
5. Three letters of recommendation from persons well acquainted with the applicant's academic and/or professional performance.

5. ——— Additional admission requirements as specified by program.**Provisional**

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisites

SPED 2120 - Introduction to Special Education (2) **OR** SPED 6130 - Introduction to Special Education (3)

Professional Education Core Requirements 9 Hours

EDUC 7130 - Curriculum Theories and Design (3)

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

Specific Requirements 27 Hours

COUN 7332 - Theories of Counseling (3)

COUN 7338 - Life Span Development (3) **OR** PSYC 7331 - Advanced Developmental Psychology (3)

EDUF 7235 - Multicultural Education (3)

ESPY 7130 - Professional School Psychology (3)

ESPY 7131 - Behavioral Interventions (3)

ESPY 7230 - Developmental Diagnosis of School-aged Children (3)

ESPY 7132 - Interpretation of Psychoeducational Tests (3) **OR** SPED 6230 - Assessment in Special Education (3)

ITEC 7430 - Instructional Design (3)

PSYC 7236 - Neuropsychology (3)

OTHER PROGRAM REQUIREMENTS

- Successful Completion of M.Ed. Comprehensive Exit Examination
- Must successfully complete assessments identified at each program transition point

Justification: The expanded statement of admission requirements has been designed to clarify catalog copy about current admission procedures for prospective and current students.

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Ming Fang He provided the second. The motion was passed.

COLLEGE OF BUSINESS ADMINISTRATION**School of Economic Development****New Program Proposal****Masters of Science in Applied Economics****M.S.****APPLIED ECONOMICS****30 HOURS**

Advising: College of Business Administration, School of Economic Development, Dr. Darrell F. Parker, Georgia Southern University, P. O. Box 8152, Statesboro, GA 30460, phone (912) 681-5216, website:

<http://coba.georgiasouthern.edu/depts/sed/>

Admission Requirements**Regular**

The applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional associations.
2. Taken courses in Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, statistics, and calculus.
3. A 3.0 (4.0) cumulative grade point average or higher on undergraduate work.
4. A combined score of no less than 500 on the Verbal section and 500 on the Quantitative section of the Graduate Records Exam (GRE).
5. Submitted:
 - a. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, and relevant experience and achievements.
 - b. Recommendations from three individuals who can speak of the applicant's undergraduate academic performance and potential for graduate study.

Provisional

For applicants who meet one but not both the GPA requirement and GRE requirement, provisional admission may be granted by the departmental graduate faculty based on their consideration of the materials submitted by the applicant and an interview (if done).

Program of Study

Required Courses (18 hours)

ECON 7131 Microeconomics (3)
 ECON 7132 Macroeconomics (3)
 MGNT 7339 Applied Regression (3)
 ECON 7231 Mathematical Economics (3) or ECON 7232 History of Economic Thought (3)
 ECON 7133 International Economics (3)
 ECON 7332 Advanced Econometrics (3)

Select two of the following three concentrations (12 hours)

Regional Economic Development

ECON 7431 Regional Economic Development (3)
 ECON 7432 Financing Economic Development (3)

Industrial Organization/Regulation

ECON 7531 Industrial Organization (3)
 ECON 7532 Regulation and Antitrust (3)

Financial Economics

ECON 7631 Advanced Financial Economics (3)
 ECON 7632 Financial Economics and Risk (3)

Total.....30 Hours

University System of Georgia New Program Proposal

Institution: Georgia Southern University

Date: November 2005

School/Division: College of Business Administration

Department: School of Economic Development

Name of Proposed Program: Master of Science in Applied Economics

Degree: MS Major Economics CIP Code: 45.0602

Starting Date: August 2006

1. Program Description and Objectives:

The proposed program is a Master of Science in Applied Economics. The objective of the program is to provide graduates with analytical capabilities in Regional Economic Development, Financial Economics, and Regulatory Issues. The proposed program fills a distinctive market niche. Through regional offerings of MBA degrees, Colleges of Business provide basic managerial education that meets regional needs. However, the need of regional businesses for advanced skill is not limited to managerial and administrative specialties. A Masters in Applied Economics provides the Quantitative and Analytical Skills for graduates to assist regional businesses in market analysis including: quantitative, regulatory, and economic development.

The program is to be delivered by the faculty in the School of Economic Development at Georgia Southern University. The School of Economic Development is a department within the College of Business Administration which has facilities suitable for the program. The School includes sixteen research active faculty with the range of expertise needed to offer the program.

Behind the mission of Georgia Southern University is a commitment to offer select graduate programs that are of service to the State of Georgia and the region. One of the stated areas for collaborative relationships is economic development. The proposed MS in Applied Economics directly supports this commitment by producing graduates with analytical capabilities that fill needs pertinent to the region. Consistent with the Mission of the University and the needs of the region, the proposed MS in Applied Economics emphasizes quantitative skills in economic development, regulatory analysis, and financial economics. The principal objective of the program is to train graduates with these analytical skills needed for leadership and service within the state and region.

As with the institutional mission, the proposed Master of Science in Applied Economics supports the goals of the University's strategic plan. The University strategic plan encompasses six strategic

themes. The addition of the proposed Masters in Applied Economics enhances these themes.

In particular, one of the themes is Academic Distinction. The level II Academic Plan proposes a strategy of providing high quality graduate programs to serve the needs of the state and region. As a specific tactic the academic plan calls for proposing the addition of applied Masters Programs that serve the needs of the state and region. A Masters in applied economics provides important technical skills that are of value to the economic development of Georgia.

Several of the remaining six themes have the potential to be touched by this proposal as well. The course curriculum is designed consistent with the University commitment to remain a student centered University. The potential employment of our graduates will address the needs of regulatory analysis, quantitative analysis, financial economic analysis and risk management, and regional economic development skills that are needed in Georgia. This will be accomplished by expanding the public-private partnerships that the School of Economic Development has begun to build throughout the state. In addition, required courses in international economics within the curriculum confirm a commitment to transcultural and international understanding to prepare graduates for work in the global economy.

2. Justification and need for the program

a. Societal need.

The skills and competencies addressed by this proposed program include market analysis, quantitative analysis, regulatory industry analysis, financial economics and economic development. These capabilities represent a unique combination of attributes that are needed within society and specifically for the economic development of Georgia. The traditional first master's degree program offered within the College of Business Administration at Georgia Southern University is the general Masters in Business Administration. It provides management education important to developing business leaders. A second specialized masters program offered is the Masters in Accountancy. This degree fills important requirements, e.g., that businesses and society possess the necessary skills to analyze and maintain the accounting records for proper managerial accounting. The Masters in Applied Economics complements this skill set by providing the human capital needed to produce and understand both market analysis and the required quantitative data analysis.

Market and quantitative analysis are key skills in applied economics. The economic outlook studies cited in the preliminary proposal and the expansion of economics in popularity among employers support the general usefulness of expanded economic education. However, this proposed program has been designed with specific applications useful in supporting industry and employment within Georgia. The proposed program will produce graduates with two areas of emphasis that provide competencies of direct benefit to employers. The available emphasis areas include financial economics, regulatory economics and industrial organization, and economic development. The combination of areas chosen will prepare the graduate for specific employment opportunities. For example, the student who chooses a combination of financial economics and economic development would have the skills to compete for employment within financial institutions, industry, and government enterprises engaged in financial economic development activity within Georgia. The regulatory emphasis would be of value to industry or government employers dealing with the consequences and responses of regulated industry. For example, the public utilities within the state are potential employers of economists with this preparation. A key feature of the important application of this program within the state is the ability of applied economists to have an area of specialty in economic development.

b. Student demand.

The demand for this program will primarily come from undergraduates with majors in business, economics, and economic development. Recruitment for the program will be focused on this population. The attractiveness of the program designed and the job prospects available is documented by focus group discussions with juniors and seniors with the appropriate majors at Georgia Southern University. Focus groups were conducted in the Intermediate Microeconomics and Intermediate Macroeconomics courses at Georgia Southern University during Fall Semester 2005. These courses cover prerequisite undergraduate knowledge that would be required for the proposed program. The students are likely prospects for application into the program.

These focus sessions were held to gather information about the career and higher educational preferences of undergraduate economics majors currently enrolled. The focus groups in each class proceeded as a series of six questions. Fifty-seven percent of the students had an interest in pursuing a master's degree immediately after completing the bachelor's degree. Forty-three percent of the students said they would prefer to return for a master's degree after working for a period of time. This is consistent with the expectation that student demand would be drawn from a combination of students going directly from undergraduate to graduate study and students returning to school after a period of working. Forty-three percent of the respondents expressed interest in obtaining a MBA degree. Fifty-seven percent of the students stated that they would prefer to earn a MS degree. We do not expect the Masters of Science in applied economics to compete directly with the MBA. Rather it is an alternate route for continuing education for students who may not have an interest or aptitude for management. Next, the students were asked which career fields they would prefer to enter after completing their studies. These responses were given: financial advisor, financial analyst, government economist, export/import business (international trade), entrepreneur, and general business manager. These are career paths that would be enhanced by the emphasis areas of the proposed degree.

The final question was designed to gain insights into the students' preferences for the three concentration areas that will be offered as part of the proposed program. The three concentrations are financial economics, industrial organization/regulation, and regional economic development. Students were asked to express a rank preference for a first and second field of study. Students were divided in their choice of emphasis areas, with financial economics preferred and the regulatory and industrial organization emphasis chosen second. For both groups regional economic development was the preferred second area. Using these preferences as a guide the program has the potential to produce graduates with expertise in both financial economics and regulatory industrial organization with specialized economic development skills needed for Georgia.

c. Give any additional reasons that make the program desirable (for example, exceptional qualifications of the faculty, special facilities, etc.)

Georgia Southern is well situated to offer applied economics at the graduate level. The College of Business is fully accredited at both the undergraduate and graduate level by AACSB International. With experience offering the MBA and the MACC programs the institutional structure is in place to offer a new specialty masters in applied economics and to have this program meet the standards set forth by AACSB. Our economics faculty currently teaches global economics as a requirement for every undergraduate at Georgia Southern University. In order to meet the demand for this University-wide requirement the School of Economic Development has grown to include sixteen tenure track faculty with a broad range of expertise across the spectrum of applied economics. All economics faculty are research active. The School of Economic Development faculty has won numerous awards at Georgia Southern University for teaching, research, and service.

d. Include reports of advisory committees and consultants, if available.

No external consultants were hired to prepare this proposal. The plan was discussed on two occasions with the Business Advisory Council for the College of Business Administration. The first presentation to the Business Advisory Council occurred at the same time that an initial concept for a Masters degree was proposed by the faculty. A focus group from the Business Advisory Council provided feedback on the potential to develop the program. The key point of concern was that the program provides areas of concentration that would lead to marketable skills. At a later meeting the Council was advised that the School of Economic Development had researched the mix of emphasis areas offered at other institutions and had selected Financial Economics, Regional Economic Development, and Industrial Organization and Regulation as marketable areas that match the expertise of the existing faculty.

In addition, discussions have been conducted with potential industry employers. A faculty member from the School of Economic Development who recently attended the Bonbright Public Utilities Conference (sponsored by the University of Georgia's School of Business) was able to discuss employment prospects for graduates of the program. The attendees, connected with both private firms and industry regulators, agreed that the skills this program provides would be useful to them. Thus Master of Science in Applied Economics recipients would have a range of potential employment in these industries.

e. *List all public and private institutions in the state offering similar programs. Also, for doctoral programs, list at least five institutions in other southeastern states that are offering similar programs. If no such programs exist, so indicate.*

Three Institutions within the University of Georgia System offer some type of Masters Degree Program related to Economics. The University of Georgia offers a MA in Economics through the Terry College of Business. The University of Georgia does not typically admit students into the MA program. Students earn the MA during the course of their Doctoral Studies. At Georgia State University, students may pursue master's degrees in economics through the J. Mack Robinson College of Business (MS in Business Economics) or the Andrew Young School of Policy Studies (MA in Economics, "Policy Track"). Georgia Institute of Technology offers the MS in Economics and is developing a Doctoral program. The proposed Masters in Applied Economics should not compete directly for students or resources with any of these programs. However, there is the potential that graduates of the MS in Applied Economics from Georgia Southern would then be prospective applicants for doctoral studies at the University of Georgia, Georgia State University, or Georgia Institute of Technology.

3. Procedures used to develop the program.

The process for developing the proposed program has involved the combined efforts of faculty within the School of Economic Development, since the unit was formed. In the fall semester of 2003, after a reorganization of the College of Business Administration, Dean Ron Shiffler met with the faculty of the School of Economic Development about its plan for academic distinction. One proposal that had been discussed by the School of Economic Development was the creation of a master's degree.

During the spring of 2004, a project was undertaken to analyze the Masters level offerings at Comprehensive Public Universities in the Southeastern United States. Fifteen Programs outside of the State of Georgia were considered. In addition, the other Masters offerings in the University System of Georgia were analyzed. At this stage an initial presentation was made to the College of Business Advisory Council. The recommendation from the Advisory Council to the School of Economic Development was to carefully examine the areas of emphasis or concentrations that would be marketable and provide growth and job opportunities for the program's graduates.

From the review of other programs, and from heeding the advice of the Business Advisory Council, the faculty developed a draft curriculum and new course descriptions. This stage of the process occurred during 2004-2005. Key components included an emphasis on quantitative analysis and the opportunity to develop areas of concentration based on the student's career interest. This process included a focus on career opportunities available and recognition of the mix of undergraduate majors that could serve as feeder programs for the degree. At the same time the curriculum was being developed, the School of Economic Development drafted the Letter of Intent for the College of Graduate Studies. After an iterative process of draft and feedback the Letter of Intent was finalized in the Summer of 2005.

In fall semester 2005, the curriculum was submitted through the faculty governance process. This process includes approval by the faculty at the department, College graduate curriculum committee, College graduate faculty, and Georgia Southern University Faculty Senate. This New Program Proposal is then the final product incorporating the results from throughout the process.

4. Curriculum

Program of Study

Required Courses (18 hours)

ECON 7131 Microeconomics (3)

ECON 7132 Macroeconomics (3)

MGNT 7339 Applied Regression (3)

ECON 7231 Mathematical Economics (3) or ECON 7232 History of Economic Thought (3)

ECON 7133 International Economics (3)

ECON 7332 Advanced Econometrics (3)

Select two of the following three concentrations (12 hours)

Regional Economic Development

ECON 7431	Regional Economic Development (3)	
ECON 7432	Financing Economic Development (3)	
<i>Industrial Organization/Regulation</i>		
ECON 7531	Industrial Organization (3)	
ECON 7532	Regulation and Antitrust (3)	
<i>Financial Economics</i>		
ECON 7631	Advanced Financial Economics (3)	
ECON 7632	Financial Economics and Risk (3)	
Total.....		30 Hours

Admission Requirements:**Regular**

The applicant must have:

- 1) Completed requirements for the Bachelor's degree in a college accredited by the proper regional associations.
- 2) Taken courses in Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, statistics, and calculus.
- 3) A 3.0 (4.0) cumulative grade point average or higher on undergraduate work.
- 4) A combined score of no less than 500 on the Verbal section and 500 on the Quantitative section of the Graduate Records Exam (GRE).
- 5) Submitted:
 - a. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, and relevant experience and achievements.
 - b. Recommendations from three individuals who can speak of the applicant's undergraduate academic performance and potential for graduate study.

Provisional

For applicants who meet one but not both the GPA requirement and GRE requirement, provisional admission may be granted by the departmental graduate faculty based on their consideration of the materials submitted by the applicant and an interview (if done).

Justification: This proposed program fills a distinctive market niche. Through regional offerings of MBA degrees Colleges of Business provide basic managerial education that meets regional needs. However, the need of regional businesses for advanced skill is not limited to managerial and administrative specialties. A Masters in Applied Economics provides the Quantitative and Analytical Skills for graduates to assist regional businesses in market analysis including: quantitative, regulatory, and economic development.

A Masters in Applied Economics will fill an important gap in the offering of business related specialties for the region served by Georgia Southern University. The importance of Economics as a specialized masters program is illustrated by the frequency with which it is found in AACSB accredited Colleges of Business. A specialized Masters in Economics is the third most popular specialized Masters program among Business Schools accredited in both Accounting and Business.

MOTION: Dr. Constantin Ogloblin moved to approve the new program proposal from the School of Economic Development. Dr. Delores Liston provided the second. The motion was passed.

New Course Proposals**ECON 7131 Microeconomics**

An introduction to the modern study of microeconomics. Examines the economic behavior of consumer households, firms, and goods and factor markets. The efficiencies offered by competitive markets and the costs imposed by deviation from competition are examined.

Justification: This course is a required course in the MS in Applied Economics program. It covers the basic economic theory on which many of the other courses contained in the MS program are based.

ECON 7132 Macroeconomics

This course is an introduction to advanced macroeconomic theory. The first half studies dynamic models of long-run growth: the Solow model, the neoclassical growth model, overlapping generation models, and endogenous growth models; it also discusses long-run policy issues and the determinants of cross-country differences in per capital income and growth. The second part of the course focuses on real business cycle models and the micro-foundations for macro models. It examines the nature of short-run fluctuations and the evaluation of macroeconomic policies that aim at stabilization, inflation, unemployment and the national debt.

Justification: This course is a required course in the MS in Applied Economics program. It covers macroeconomic theory.

ECON 7231 Mathematical Economics

This course introduces basic mathematical analysis employed in theoretic economic research, in both micro and macro, focusing on economic modeling and research methods. It includes optimal choice models, applied in both consumption and production/cost analysis as well as in intertemporal choice and choice under uncertainty. It also covers basic contract theory and information economics, and dynamic analysis.

Justification: This course is a required course in the MS in Applied Economics program. This course is one of two courses that may be taken to complete the first-year methodology requirement of the MS in Applied Economics.

ECON 7232 History of Economical Thought

This course is a comprehensive study of the development of economic doctrine. Scientific discoveries of important economic theorists will be analyzed in detail. Special emphasis will be placed on the development of the theory of value, and how differences among economists on this topic have served to shape various market and non-market economic systems.

Justification: This course is a required course in the MS in Applied Economics program. This course is one of two courses that may be taken to complete the first-year methodology requirement of the MS in Applied Economics.

ECON 7133 International Economics

This course provides an analytical framework for understanding economic interaction between independent nations and examining international trade policies. The classical theory is complemented by a new theoretical view in which economies of scale and imperfect competition play an important role in determining international trade patterns and gains from trade.

Justification: This course is a required course in the MS in Applied Economics program. It covers international trade and globalization.

MGNT 7339 Applied Regression Analysis and Forecasting for Business

The course teaches the student how to diagnose practical problems in various business disciplines, decide upon the appropriate model formulation for a given situation, and interpret the statistical results in a managerial context. The course focuses on fitting regression and time series models to real business problems. Students will use Excel and SPSS. When possible students will analyze real data sets.

Justification: The content of this course is currently taught as MGNT 7331, a core MBA course. We are

proposing a change in the content of the core course (MGNT 7331). There are a significant number of MBA students that will still need or request an MBA elective course in statistical modeling.

ECON 7332 Advanced Econometrics

This course is a graduate course in econometric techniques commonly used in applied microeconomic analysis. Instrumental variable models are discussed as alternatives to the linear regression model along with diagnostics and specification testing. Additional techniques include simultaneous equation models, cross-section and panel estimations, and models of qualitative choice.

Justification: This course is a required course in the MS in Applied Economics program. It covers econometric techniques related to microeconomics.

ECON 7431 Regional Economic Development

This course provides students with an in-depth understanding of why economic development is important to business growth. Students will also discover the vital role industry plays in the economic development process. This course exposes students to the importance of economic development through case studies exploration, interaction with business leaders and government officials, and the course provides a hands-on look at economic development activities in the area.

Justification: This course is a required course in the Regional Economic Development concentration of MS in Applied Economics program.

ECON 7432 Financing Economic Development

This course focuses on financing tools and program models to support local economic development. It includes an overview of private capital markets and financing sources to understand capital market imperfections that constrain economic development; business accounting, financial statements analysis; federal economic development programs, and public finance tools.

Justification: This course is a required course in the Regional Economic Development concentration of the MS in Applied Economics program.

ECON 7531 Industrial Organization

An introduction to the modern study of markets where the monopoly power significantly affects economic performance. Particularly oriented towards the techniques of and results from empirical investigation of markets with these characteristics and the policy lessons that can be drawn from them.

Justification: This course is a required course in the Industrial Organization / Regulation concentration of the MS in Applied Economics.

ECON 7532 Regulation and Antitrust

An introduction to the modern study of government restrictions upon the activities of private firms. Examines the economic arguments for regulation, economic analysis of the effects of regulation on economic performance and empirical assessments of the performance of regulated markets. Covers the legal and regulatory institutions associated with Antitrust enforcement.

Justification: This course is a required course in the Industrial Organization / Regulation concentration of the MS in Applied Economics.

ECON 7631 Advanced Financial Economics

This course is a detailed examination of financial institutions and the impact of institutions on the inter-temporal allocations of resources. The microeconomic aspects of financial institution are emphasized. In addition, investment decisions are analyzed within the context of changing financial institutions.

Justification: This course is a required course in the financial economics concentration of the MS in Applied Economics.

ECON 7632 Financial Economics and Risk

This course is a comprehensive study of the economics of risk and the various techniques used to measure and analyze risks are explored. The course begins with an overview of the risk management process. Then different quantitative approaches used in risk management are covered in detail.

Justification: This course is a required course in the financial economics concentration of the MS in Applied Economics.

ECON 7030 Special Topics

A customized course that allows students to pursue further study in a specific topic.

Justification: Special Topics course to provide flexibility in the MS in Applied Economics.

ECON 7890 Individual Research

A guided individual research project that provides the student with an opportunity to explore a topic in-depth.

Justification: Individual Research topics course to provide flexibility in the MS in Applied Economics.

MOTION: Dr. Ron MacKinnon moved to approve the new course proposals from the School of Economic Development. Dr. John Nauright provided the second. The motion was passed.

COLLEGE OF SCIENCE AND TECHNOLOGY

School of Technology

Course Revisions

TCPM 5090G Selected Topics in Technology – Change Subject, Title, Catalog Description and Lab Hours

Change Subject to GCM 5090G

Change Title to Selected Topics in Graphic Communications

Current Catalog Description

This course is scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. This special topics course is in keeping with established policies for offering a structured course on an infrequent basis. It will allow faculty to offer a course on a trial basis for possible approval at a later date.

Proposed Catalog Description

This course is scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. Credit is variable from 1 to 3 semester hours.

This special topics course is in keeping with established policies for offering a structured course on an infrequent basis. It will allow faculty to offer a course on a trial basis for possible approval at a later date. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject changed to reflect name. Catalog description changed to better represent the course. Add range of lab hours.

TCPM 5234G Color Reproduction – Change Subject, Pre-requisites, Co-requisite, and Catalog Description

Change Subject to GCM 5234G

Change Pre-requisite from TCPM 3745 to None

Change Co-requisite from TCPM 5314 to GCM 5314G

Current Catalog Description

An exploration of professional color reproduction concepts and procedures related to the graphic communications and information technology industries. Topics include color theory, copy evaluation, color separation methods, color reproduction variables, color separation hardware and software, and color management systems. Graduate students will be required to perform additional laboratory and research activities.

Proposed Catalog Description

An exploration of professional color reproduction concepts and procedures related to the graphic communications and information technology industries. Topics include color theory, copy evaluation, color separation methods, color reproduction variables, color separation hardware and software, and color management systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Co-requisite change to be consistent with subject change. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5314G Color Reproduction Lab – Change Subject, Pre-requisites, Co-requisite and Catalog Description

Change Subject to GCM 5314G

Change Pre-requisite from TCPM 3745 to None

Change Co-requisite from TCPM 5234G to GCM 5234G

Current Catalog Description

This is a hands on laboratory course. The laboratory activities include the following: test for abnormal color vision, color measurement and evaluation, color standards, color proofing, color scanning, color reproduction methods, color management systems, color reproduction techniques using Photoshop and other software. Graduate students will be given an extra assignment determined by the instructor that undergraduate will not be required to do.

Proposed Catalog Description

This is a hands on laboratory course. The laboratory activities include the following: test for abnormal color vision, color measurement and evaluation, color standards, color proofing, color scanning, color reproduction methods, color management systems, color reproduction techniques using Photoshop and other software. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Co-requisite change to be consistent with subject change. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5331G Flexography – Change Subject, Pre-requisite and Catalog Description

Change Subject to GCM 5331G

Change Pre-requisite from TCPM 3745 to None

Current Catalog Description

Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes, and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press.

Proposed Catalog Description

Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes, and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject changed to reflect name. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5332G Multimedia Presentations – Change Subject and Catalog Description

Change Subject to GCM 5332G

Current Catalog Description

Multimedia Presentations is the study of digital imaging applications for presentations. The course covers the creation of digital components for multimedia presentations, including sound, graphics, animation, and video technique, and their use in multimedia presentations for video, CD ROM, and the Internet. Graduate students will be given an extra assignment determined by the instructor that undergraduate will not be required to do.

Proposed Catalog Description

Multimedia Presentations is the study of digital imaging applications for presentations. The course covers the creation of digital components for multimedia presentations, including sound, graphics, animation, and video technique, and their use in multimedia presentations for video, CD ROM, and the Internet. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject changed to reflect name. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5334G Imaging Systems – Change Subject, Pre-requisites and Catalog Description**Change Subject to GCM 5334G****Change Pre-requisites from TCPM 3745 to None****Current Catalog Description**

Imaging Systems is an in-depth course of how to effectively use, organize, and link imaging workstations, peripherals, systems, and files for information imaging. Current trends and issues of the industry are also covered. Graduates students will be required to perform additional laboratory and research activities.

Proposed Catalog Description

Imaging Systems is an in-depth course of how to effectively use, organize, and link imaging workstations, peripherals, systems, and files for information imaging. Current trends and issues of the industry are also covered. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5335G Printing Management Topics – Change Subject, Title, Pre-requisites and Catalog Description**Change Subject and Title to GCM 5335G Graphic Communications Management Topics****Change Pre-requisites from TCPM 5234, TCPM 5314, TCPM 5434, TCPM 5514, TCPM 3333 and TCPM 3413 to None****Current Catalog Description**

Course topics focus specifically on managerial decisions as they uniquely apply to the printing industry, such as: facilities planning and production flow, trade customs, contracts, and quality control and testing.

Proposed Catalog Description

Course topics focus specifically on managerial decisions as they uniquely apply to graphic communications, such as: facilities planning and production flow, trade customs, contracts, and quality control and testing. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title changed to reflect name. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Catalog description change to be consistent with subject.

TCPM 5434G Lithographic Reproduction – Change Subject, Pre-requisite, Co-Requisite and Catalog Description**Change Subject to GCM 5434G****Change Pre-requisite from TCPM 3745 to None****Change Co-requisite from TCPM 5514G to GCM 5514G****Current Catalog Description**

Designed to introduce the student to film assembly and presswork. Topics include imposition layouts, film assembly, platemaking, proofing systems, and press operation.

Proposed Catalog Description

Designed to introduce the student to film assembly and presswork. Topics include imposition layouts, film assembly, platemaking, proofing systems, and press operation. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Co-requisite change to be consistent with subject change. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5514G Lithographic Reproduction Laboratory – Change Subject, Pre-requisite, Co-requisite and Catalog Description

Change Subject to GCM 5514G

Change Pre-requisite from TCPM 3745 to None

Change Co-requisite from TCPM 5434G to GCM 5434G

Current Catalog Description

This course is designed to present the student with various film assembly presswork techniques. Laboratory activities include: film assembly, platemaking, proofing systems, and press operation. Graduate students will be required to perform additional laboratory and research activities.

Proposed Catalog Description

This course is designed to present the student with various film assembly presswork techniques. Laboratory activities include: film assembly, platemaking, proofing systems, and press operation. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Co-requisite change to be consistent with subject change. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

TCPM 5534G Digital Output Applications – Change Subject, Pre-requisite and Catalog Description

Change Subject to GCM 5534G

Change Pre-requisite from TCPM 3745 to None

Current Catalog Description

Covers the utilization of electronic imaging technologies for output applications for information imaging. Specific topics include internet development and management, and print-on-demand development and management. Graduate students will be required to perform additional laboratory and research activities.

Proposed Catalog Description

Covers the utilization of electronic imaging technologies for output applications for information imaging. Specific topics include internet development and management, and print-on-demand development and management. Graduate

students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite eliminated because GCM 3745 is not part of graduates' program. Catalog Description change to be consistent with subject.

TCPM 5535G Printing Estimating – Change Subject, Title and Catalog Description

Change Subject and Title to GCM 5535G Estimating for Print Production

Current Catalog Description

Acquaint the student with various types of estimating practices found in the printing industry. The student will learn how to measure cost centers, calculate materials used and conceptualize the production process.

Proposed Catalog Description

Acquaints the student with various types of estimating practices used for print production. The student will learn how to measure cost centers, calculate materials used and conceptualize the production process. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Catalog description change to reflect title change and to be consistent with other descriptions of courses offered by the program.

TCPM 7231 Digital Image Preparation – Change Subject

Change Subject to GCM 7231

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name.

TCPM 7232 Multimedia for Business & Industry – Change Subject, Pre-requisite and Catalog Description

Change Subject to GCM 7232

Change Pre-requisite from “Successful completion of a college level computer course or Digital Image Preparation (TCPM 7231)” to “Successful completion of a college level computer course or Digital Image Preparation (GCM 7231)”

Justification: Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change. Catalog description change to correct grammar.

MOTION: Dr. Ron MacKinnon moved to approve the course revisions from the School of Technology. Dr. Delores Liston provided the second. The motion was passed.

Program Revision

MT in Technology

The changes made to the courses correspond with the program **concentration** name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

MOTION: Dr. Ron MacKinnon moved to approve the program revision from the School of Technology. Dr. Delores Liston provided the second. The motion was passed.

COLLEGE OF HEALTH AND HUMAN SCIENCES

Department of Hospitality, Tourism and Family & Consumer Sciences

Course Revision

SMGT 7339

Strategies for Sport Finance – Change Title and Course Description

Change Title to Sport Finance & Management Strategy

Current Catalog Description

Traditional and innovative revenue acquisition methods available to sport organizations will be examined. Particularly, such issues as the current financial challenges confronted by sport managers, the innovative concepts and strategies used in financing sport, and other critical aspects of sport business practices will also be addressed.

Proposed Catalog Description

Traditional and innovative revenue acquisition methods available to sport organizations will be examined. Particularly, the thorough financial analysis of two sport organizations competing in the same segment of the sport industry. The second half of the course focuses on macro management strategies. Content includes low-cost provider, differentiation and niche strategies and the analysis of Porter's 5 Forces Model of sustaining competitive advantage.

Justification: There currently is no graduate management strategy course offered and the revised course will help to fill this gap in the student's overall education.

MOTION: Dr. Ron MacKinnon moved to approve the course revision from the Department of Hospitality, Tourism and Family & Consumer Sciences. Dr. Ming Fang He provided the second. The motion was passed.

Program Revision

MS in Sport Management – change in catalog copy to include course revision.

M.S.

SPORT MANAGEMENT

36 HOURS

Advising: Department of Hospitality, Tourism and Family and Consumer Sciences, Dr. John Nauright, Georgia Southern University, P. O. Box 8077, Statesboro, GA 30460, (912) 486-7427, FAX: (912) 681-0386

Admission Requirements

Regular

For regular admission to the College of Graduate Studies to pursue graduate work leading to the Master Of Science (Major in Sport Management), the applicant must have:

1. Completed requirements for the Bachelor's degree in a college or university accredited by the proper regional accrediting association.
2. A 2.75 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. Minimum Graduate Record Examination (GRE) subtest scores of 450 Verbal plus 450 Quantitative or Analytical, to meet a subtest score total of 1200; or minimum subtest scores of 450 Verbal, 450 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. One may also score 44 on the Miller Analogies test (MAT) or make an acceptable score on the Graduate Management Admission Test (GMAT). GMAT scores are evaluated by the following formula: $200 \times \text{overall GPA} + \text{the GMAT score}$ must equal no less than 1000 for regular admission.
4. Two letters of recommendation by persons familiar with the applicant's academic or professional experience.
5. Successful completion of a personal interview with members of the faculty.

Provisional

Provisional admission may be granted with a 2.5 undergraduate grade point average and minimum GRE subtest scores of

400 Verbal plus 400 Quantitative or Analytical for a subtest score total of 1100; or minimum subtest scores of 400 Verbal, 400 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. Provisional admission may also be granted with a 36 MAT or 950 GMAT formula.

Program of Study

The Chair of the Department of Hospitality, Tourism and Family and Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

Sport Management Core 12 Hours

- SMGT 6335 - Sport Administration (3)
- SMGT 7330 - Research Methods and Statistical Applications in Recreation and Sport Management (3)
- SMGT 7335 - Sport Law and Risk Management (3)
- SMGT 7337 - Sport Marketing (3)

Guided Sport Management Electives 6-15 Hours

- RECR 6030 - Selected Topics in Recreation and Sport (3)
- RECR 6230 - Computer Applications in Recreation and Sport Management (3)
- SMGT 6030 - Selected Topics in Sport Management (3)
- SMGT 6330 - Social and Ethical Issues in Sport (3)
- SMGT 6337 - Sport Facility and Event Management (3)
- SMGT 7339 - ~~Strategies for Sport Finance~~ *Sport Finance and Management Strategy* (3)

Guided Business Electives 6-9 Hours

- MGNT 7330 - Leadership and Motivation (2)
- MGNT 7332 - Management of Not for Profit Organizations (3)
- MGNT 7335 - Entrepreneurship (3)
- MGNT 7338 - The Human Resource Process (3)
- MKTG 7431 - Strategic Marketing Management (3)
- MKTG 7435 - Global Marketing (3)
- MKTG 7830 - Special Topics in Marketing (3)

Thesis/Internship Option

Thesis Option (6 Hours)

This option is for students who have an interest in research and is strongly recommended for those students planning to pursue doctoral study. Students, with support from their major professor and committee, will develop a thesis proposal, conduct appropriate research, analyze results, and produce a finished written product. Students must follow all policies and guidelines developed by the College of Graduate Studies, including the Georgia Southern University Graduate Student Manual. The thesis option is completed by a thesis defense.

Internship Option (9 Hours)

This option is for students whose primary interest lies in a career in the sport industry. The internship may begin upon completion of at least 27 hours of course work. The internship must consist of at least one full academic semester. The student/intern is expected to work 35/40 hours per week. At the conclusion of the internship, the student will make a presentation to faculty on all aspects of their activities during the internship.

MOTION: Dr. Ron MacKinnon moved to approve the program revision from the Department of Hospitality, Tourism and Family & Consumer Sciences. Dr. Delores Liston provided the second. The motion was passed.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Sociology and Anthropology

New Course Proposals

ANTH 5438G

Social Issues of International Development and Change

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology.

Justification: This course meets the need for additional courses with international content in sociology and anthropology. It will be added as an elective in all of the department's undergraduate programs. The course has been taught twice as a selected topics and has made well both times. It clearly addresses the university's strategic goal of transcultural opportunities.

SOCI 5438G**Social Issues of International Development and Change**

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology.

Justification: This course meets the need for additional courses with international content in sociology and anthropology. It will be added as an elective in all of the department's undergraduate programs. The course has been taught twice as a selected topics and has made well both times. It clearly addresses the university's strategic goal of transcultural opportunities.

INTS 5438G**Social Issues of International Development and Change**

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology.

Justification: This course meets the need for additional courses with international content in sociology and anthropology. It will be added as an elective in all of the department's undergraduate programs. The course has been taught twice as a selected topics and has made well both times. It clearly addresses the university's strategic goal of transcultural opportunities.

ANTH 6690**Archeology Field Supervision**

This course is designed to give students who have already completed an archeological field experience a supervisory role in field investigations. They will be expected to participate in supervising pre-field preparations, fieldwork and post-field wrap-up.

Justification: This course is needed to satisfy the certification requirement for the Register of Professional Archeologists. To be certified they require 20 weeks of supervisory experience conducting excavation/testing, survey and/or laboratory work. This course would meet the field portion of this requirement. Thesis/practicum will meet the laboratory portion.

ANTH 7999**Thesis**

Planned research and writing directed by the student's thesis advisor.

Justification: The addition of the anthropology emphasis into the MA in Social Sciences will require the addition of a thesis option. This course will be for those who elect that option.

MOTION: Dr. Delores Liston moved to approve the new course proposals from the Department of Sociology and Anthropology. Dr. Ming Fang He provided the second. The motion was passed.

Center for Women's and Gender Studies**New Course Proposal****WGST 5131G Sex, Violence and Culture**

Uses feminist theories of gender, sexuality, and patriarchal culture to explore the relationship between public and private violence. Placing private violence in a global perspective, this course critiques the gender stakes of economies of domination and exploitation, the war system, and ideologies of family and nation.

Justification: This course remedies a deficiency in the Women's and Gender Studies curriculum. It will also be useful to students in disciplines such as sociology, psychology, political science, interdisciplinary studies, and anthropology

MOTION: Dr. Robert Vogel moved to table the new course proposals from the Center for Women's and Gender Studies. Dr. Constantin Ogloblin provided the second. The new course proposals were tabled because there was no syllabus information available and there was no one from the Center for Women's and Gender Studies present who could speak on behalf of the new course proposals.

Department of Writing and Linguistics**New Course Proposal****WRIT 5531G Advanced Creative NonFiction**

A creative writing workshop which focuses primarily on the students' own creative nonfiction. The course deepens and expands the writing skills and knowledge learned in undergraduate expository writing courses and allows students to specialize in a specific genre, such as the memoir, the personal essay, travel writing, etc. Students read and discuss creative nonfiction by established writers, evaluate their work and the work of their peers, and produce a portfolio.

Justification: WRIT 5531G Advanced Creative Nonfiction takes advantage of faculty expertise and fills a void in the department's upper-level offerings for the B.A. with Creative Writing concentration.

MOTION: Dr. John Nauright moved to table the new course proposal from the Department of Writing and Linguistics. Dr. Delores Liston provided the second. The new course proposal was tabled because there was no course syllabus available and there was no one from the Department of Writing and Linguistics present to speak on behalf of the course proposal.

Department of Sociology and Anthropology**Selected Topics Announcement****SOCI 6092 Selected Topics in Methodology: The American South**

Justification: The course will use a specific topic (inequality in the American South) to explore a variety of methodological approaches in social scientific research. It continues a regional research emphasis of the graduate program.

Department of Music**Course Revision**

MUSA XXXX Multiple course numbers for courses in Applied Music for addition of course fee

Every student taking private instruction in the multitude of instruments within the department uses an accompanist. The department needs to be able to control the quality of accompanists the students are able to use. Students are currently paying varying amounts privately to various individuals to accompany them. Instituting a common fee of \$175 ensures that ALL students have access to quality accompanying services required for successful completion of the degree, allows them to use student scholarship and financial aid to pay for this service and allows the department to establish and require common standards. Another common need of all students taking private instruction is the need for access to practice rooms. A portion of this fee may be used to provide upgrades to practice room facilities. A study of USG institutions revealed that many already charge such a course fee ranging from \$80 - 400 per semester for similar purposes.

MOTION: Dr. Robert Vogel moved to table the course revision from the Department of Music. Dr. Delores Lliston provided the second. The course revision was tabled because there was no one from the Department of Music present to speak on behalf of the course revision.

Department of Writing and Linguistics

Course Revisions

WRIT 5430G Poetry Writing – Change in Title and Catalog Description

Change title to Advanced Poetry Writing

Current Catalog Description

A workshop course which focuses primarily on the students' own poems. The course emphasizes traditional and contemporary use of metrics and forms. Students learn metrical and formal conventions and how to write poems in both formal and free verse.

Proposed Catalog Description

A creative writing workshop which focuses primarily on the students' own poems. The course deepens and expands the poetry writing skills and knowledge developed in lower-level creative writing workshops. Students will read and discuss poetry by established writers, evaluate their work and the work of their peers and produce a portfolio.

Justification: The new title and description emphasizes the capstone nature and expectations of the class and distinguish it from a less intensive course at the 4000 level.

WRIT 5540G Fiction Writing – Change in Title and Catalog Description

Change Title to Advanced Fiction Writing

Current Catalog Description

A workshop course which focuses primarily on the students' own fiction. The course emphasizes traditional, contemporary, and experimental approaches to plot, characterization, point-of-view, and other elements of form and content. Students formally evaluate the work of their peers and of established writers.

Proposed Catalog Description

A creative writing workshop which focuses primarily on the students' own fiction. The course deepens and expands the fiction writing skills and knowledge developed in lower-level creative writing workshops. Students will read and discuss fiction by established writers, evaluate their work and the work of their peers, and produce a portfolio.

Justification: The new title and description emphasizes the capstone nature and expectations of the

class and distinguish it from a less intensive course at the 4000 level.

MOTION: Dr. Delores Liston moved to approve the course revisions from the Department of Writing and Linguistics. Dr. Robert Vogel provided the second. The motion was passed.

Department of Music

Program Revision

Master of Music with an Emphasis in Music Technology

MINOR MODIFICATION IN PROGRAM OF STUDY FOR MASTER OF MUSIC IN MUSIC TECHNOLOGY

The Music Department proposes a small change to the program of study for the M.M. in Music Technology by eliminating TCGT 7532 (Global Technology) as an alternative to MUSC 5630G Music, Technology, and Contemporary Society. TCGT 7532 will remain an elective course in the program.

Rationale: After the new emphasis in Music Technology was approved by the University last spring, the Department of Music submitted a Request for Plan Approval for the new program to our national accreditation agency, the National Association of Schools of Music (NASM). The response to the proposal by NASM's Commission on Accreditation was generally positive and included a special commendation:

The Commission commends the institution for developing an innovative program showing forethought and attention to the increasingly technical aspirations of its students.

However, the Commission deferred action on officially approving the program of study since, under certain circumstances, students might not meet the minimum standard for a specific master's degree of requiring at least two-thirds of the credits being in music courses. Since a student might opt to take all of the elective courses outside of music, this problem would arise if he or she also chose to substitute TCGT as an alternative to MUSC 5630G. In this particular case, the number of music credits would be slightly low for NASM standards. The Commission requested an immediate response (to be considered in their November meeting) of how the institution would ensure that the full amount of studies in music expected for specific master's degrees are required.

As a simple solution to this problem, we responded that we planned to eliminate TCGT 7532 as a possible alternative to MUSC 5630G, making MUSC 6530G a required course for all students in the program, that we would immediately advise students of this modification, which would go into effect immediately, and that we would submit the paperwork through the appropriate University councils to have the change approved to be made in the 2006-07 University Catalog.

We therefore request that this minor tweak in the program be approved and the change made in the next printing of the Catalog. The new program of study is shown below, with the text to be struck out:

Emphasis in Music Technology (33 hours)

MUSC 5233G Contemporary Music or other music history course from the range MUSC 5230G - 5236G (3)

MUSC 5630G Music, Technology, and Contemporary Culture (3) ~~or TCGT 7532 Global Technology (3)~~

MUSC 6131 Music Reference Tools & Resources (3)

MUSC 6531 Technology in Music (3)

MUSC 7932 Music Technology Final Project (3)

Select two of the following:

MUSC 7092 (Music Technology Subject) (3)

MUSC 7531 Advanced Electronic/Digital Music (3)

MUSC 7532 Producing Music with Technology (3)

MUSC 7533 Sound Design and Processing (3)

Select 12 hours from the following Free Electives: *Approved by Student's Advisor*

any graduate-level music course
 ITEC 7132 Administration of Instructional Media Program (3)
 ITEC 7230 Selection and Development of Technology (3)
 ITEC 7335 Web Design & Development (3)
 ITEC 7338 Internet (3)
 ITEC 7430 Instructional Design (3)
 ITEC 7530 Instructional Technology Foundations (3)
 ITEC 7535 Advanced Hardware and Software (3)
 ITEC 8231 Transforming Learning with Technology (3)
 ITEC 8530 Applications of Instructional Technology (3)
 ITEC 8532 Multimedia Authoring (3)
 TCGT 7532 Global Technology (3)
 TCPM 7231 Digital Image Preparation (3)
 TCPM 7232 Technology for Business and Industry (3) or TCPM 5332G Multimedia Presentations (3)

CROSS LISTING WITH SCHOOL OF TECHNOLOGY - COURSE REVISIONS FOR CATALOG COPY

M.M. MUSIC 33 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Music, Dr. Gregory W. Harwood, Music Dept., GSU, P.O. Box 8052, Statesboro, GA 30460, phone (912) 681-5813, fax (912) 681-0583, email: gharwood@georgiasouthern.edu

Admission Requirements:

Regular:

1. A completed bachelor's degree in music or equivalent.
2. A minimum 2.5 (4.0 scale) cumulative grade point average in undergraduate work.
3. Two letters of recommendation.
4. Requirements pertinent to the student's intended major area of emphasis:
 - a. Composition: satisfactory sample scores for at least 3 different types of compositions
 - b. Music Education: L-4 certification by the State of Georgia or its equivalent
 - c. Performance: satisfactory audition with compositions from at least 3 different periods

Provisional:

Students may be admitted on a provisional basis if one or more of the requirements listed above are judged to be marginal. Specific provisions for exiting provisional status will be set in each case by the admissions committee and must be satisfied before proceeding past the first 12 semester hours of course work.

Departmental Proficiency Requirements:

Before proceeding past the first 12 semester hours of the degree, all students admitted into the program must demonstrate acceptable proficiency (undergraduate exit level) in music theory (part-writing, analysis, and ear-training) and music history, determined through a test administered by the Department of Music. In addition, candidates in vocal performance must demonstrate acceptable proficiency in diction in both English and at least two foreign languages during their audition; basic undergraduate proficiency levels in the International Phonetic Alphabet (IPA) in German, French, Italian; and fluency in basic keyboard skills. At the discretion of the M.M. Advisor, students who have not met proficiency standards in a particular area may be restricted from enrolling in certain courses related to their deficiency.

All M.M. candidates are required to pass a comprehensive oral examination, covering coursework and their recital or final project.

Emphasis in Composition

MUSA 7191 - Recital (3)
 MUSC 5233G - Music in the Contemporary Period (3) **OR** other music history course from the range MUSC 5230G-5236G (3)
 MUSC 6131 - Music Reference Tools and Resources (3)
 MUSC 6531 - Technology in Music (3) **OR** MUSC 7531 - Advanced Electronic/Digital Music (3)
 MUSC 7331 - Advanced Analytical Techniques (3)
 MUSC 7391 - Composition (6)
 Free Electives Approved by Student's Advisor (12)

Emphasis in Performance

MUSA 7xxx - Applied Music (6)
 MUSA 7191 - Recital (3)
 MUSC - One music history course from 5230G-5236G (3)
 MUSC 6131 - Music Reference Tools and Resources (3)
 MUSC 7091 - Selected Studies in Music Literature (3)
 MUSC 7331 - Advanced Analytical Techniques (3)
 Free Electives Approved by Student's Advisor (12)

Emphasis in Music Education

- MUSC - One music history course from 5230G-5236G (3)
- MUSC 6131 - Music Reference Tools and Resources (3)
- MUSC 6531 - Technology in Music (3)
- MUSC 7232 - Music Education Research Techniques and Methodologies (3)
- MUSC 7991 - Music Education Final Project (3)
- Free Electives (9) *Approved by Student's Advisor*

Select two of the following: (or other music education courses approved by advisor)

- MUSC 7231 - History and Philosophy of Music Education (3)
- MUSC 7233 - Methods and Materials in General Music (3)
- MUSC 7234 - 20th Century Music Education Methodologies (3)
- MUSC 7431 - Advanced Choral Techniques and Materials (3)
- MUSC 7432 - Choral Literature (3)
- MUSC 7433 - Advanced Instrumental Techniques and Materials (3)
- MUSC 7434 - Band Literature (3)
- MUSC 7631 - Interdisciplinary Music Education (3)

Select one of the following:

- ECED 7130 - Creativity and Children (3)
- EDUC 7130 - Curriculum Theories and Design (3)
- EDUC 8130 - Curriculum for Effective Schooling (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUF 7231 - Comparative Educational Thought (3)
- EDUF 7233 - School and Society (3)
- EDUF 7234 - History of American Education (3)
- EDUF 7235 - Multicultural Education (3)
- EDUF 8831 - Philosophies of Education (3)
- ESED 7430 - Character Education (3)
- ITEC 7530 - Instructional Technology Foundations (3)
- SCED 6131 - Secondary School Curriculum (3)
- SCED 6132 - Methods for the Secondary School (3)

Emphasis in Music Technology

- MUSC 5233G - Music in the Contemporary Period (3) **OR** other music history course from the range MUSC 5230G-5236G (3)
- MUSC 5630G - Music, Technology, and Contemporary Culture (3) ~~**OR** TCGT 7532 - Global Technology (3)~~
- MUSC 6131 - Music Reference Tools and Resources (3)
- MUSC 6531 - Technology in Music (3)
- MUSC 7932 - Music Technology Final Project (3)

Select two of the following:

- MUSC 7092 - Selected Topics in Music (Music Technology Subject) (3)
- MUSC 7531 - Advanced Electronic/Digital Music (3)
- MUSC 7532 - Producing Music with Technology (3)
- MUSC 7533 - Sound Design and Processing (3)

Select 12 hours from the following Free Electives: *Approved by Student's Advisor*
any graduate-level music course

- ITEC 7132 - Administration of Instructional Media Program (3)
- ITEC 7230 - Selection and Development of Technology (3)
- ITEC 7335 - Web Design and Development (3)
- ITEC 7338 - Internet (3)
- ITEC 7430 - Instructional Design (3)
- ITEC 7530 - Instructional Technology Foundations (3)
- ITEC 7535 - Advanced Hardware and Software (3)
- ITEC 8231 - Transforming Learning with Technology (3)
- ITEC 8530 - Applications of Instructional Technology (3)
- ITEC 8532 - Multimedia Authoring (3)
- TCGT 7532 - Global Technology (3)

~~TCPM 7231 - Digital Image Preparation (3)~~

~~GCM 7231 - Digital Image Preparation (3)~~

~~TCPM 7232 - Technology for Business and Industry (3) OR TCPM 5332G - Multimedia Presentations (3)~~

~~GCM 7232 - Multimedia for Business and Industry (3) OR GCM 5332G - Multimedia Presentations (3)~~

MOTION: Dr. Ron MacKinnon moved to approve the program revision from the Department of Music. Dr. Ming Fang He provided the second. The motion was passed.

III. UNFINISHED BUSINESS

IV. NEW BUSINESS**V. ANNOUNCEMENTS****VI. ADJOURNMENT**

MOTION: Dr. Delores Liston moved to adjourn the meeting. Dr. Ming Fang He provided the second. The motion was passed.

There being no further business, the meeting was adjourned on January 26, 2006 at 9:40 AM.

Respectfully submitted,
Belinda Lucas
Recording Secretary

Minutes approved by email to Graduate Committee on February 3, 2006. A quorum of 7 positive votes were received. No negative votes were received.

LIBRARY COMMITTEE

Michele Davis McGibony, Chair

October 7, 2004, 3:00 PM to 4:30 PM

Nessmith-Lane Continuing Education Dean's Conference Room

Voting Members in Attendance: Michele Davis McGibony (chair), Shahnam Navaee, Joelle Romanchik-Cerpovicz, Sonya Shepherd, Steve Sexton, and Rebecca Whitley, and Linda Mullen
Non-Voting Member in Attendance: Bede Mitchell (ex officio)

1. Michele Davis McGibony welcomed the committee members, asked for introductions, and discussed the charge of the committee and the roles of each of the members.
2. Dr. Mitchell discussed the upcoming GALILEO trial of a new science database from Elsevier, called Scopus. The Scopus trial should begin by the end of October or early November. Scopus is a massive database covering natural and physical sciences, math, social sciences, and (to a lesser extent) some humanities areas. The product is intended to compete with the Web of Science, a venerable scientific database but it is extremely expensive (2X as much as Scopus with yearly updates). The Scopus database is offering a wonderful free trial and a great price in comparison to the Web of Science. Georgia Southern University will have access to Scopus at no cost until October 1, 2006. A month prior to that is our deadline for deciding whether we want to subscribe, and we would be invoiced in July 2007. Users will be asked to send the library their evaluations using an assessment form. Interestingly enough, now that the Web of Science folks know about Scopus's offer they might make a competing offer. If so, perhaps their prices will come down.
3. The second topic of discussion was the next phase of the library building renovation project. The library staff will have to vacate the old building and move into the new section as soon as it is finished. Then renovation will begin on the old building. Obviously, the library will need another site to house all the materials when the old building is vacated, hopefully in Statesboro but possibility in Vidalia. Currently, negotiations are taking place for the site here in Statesboro even if it means paying more that we'd have to pay for the Vidalia warehouse. Obviously storage here in town means we can retrieve requested items for you much more quickly.

4. Dr. Mitchell discussed the arrival of WebFeat during the spring semester. This is search engine similar to Google that will allow faculty, students, and staff to search the library contents much easier. It will also have links to full text articles if available.

5. Topic for the next meeting were discuss and will include the learning commons and Institutional and Personal Digital Repository

Respectfully submitted, Michele Davis McGibony, Chair

UNDERGRADUATE COMMITTEE

Chair : Donna Saye

NOVEMBER 16, 2005, 3:00 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 1203

I. CALL TO ORDER

Present: Ms. Camille Rogers, Dr. Donna Fisher, Dr. Donna Saye, Dr. Hsaing-Jui Kung, Dr. Joanne Chopak-Foss, Dr. Leslee Higgins, Dr. Marian Tabi, Dr. Mark Welford, Dr. Marla Morris, Dr. Mary Hazeldine, Dr. Mary Marwitz, Dr. Reed Smith, Dr. Sonya Shepherd

Visitors: Ms. Caroline James, Ms. Ann Montalvo, Dr. Amy Heaston, Dr. Shahnam Navaee, Ms. Candace Griffith, Dr. Mike Barth, Dr. Ron MacKinnon, Dr. Jonathan Geisler, Dr. Mark Edwards, Dr. Brian Koehler

Dr. Donna Saye, Chair, called the meeting to order at 3:00 p.m.

II. APPROVAL OF AGENDA

A Hazeldine/Fisher motion to approve the agenda was passed unanimously.

III. COLLEGE OF INFORMATION TECHNOLOGY

Ms. Camille Rogers presented the following agenda items for the Department of Information Systems.

DEPARTMENT OF INFORMATION SYSTEMS

New Course - Effective Fall 2006

CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System

This course provides an overview of the ABAP programming language for the SAP enterprise resource planning system. Students will learn how to access database tables, design input screen selections and generate output list reports. Students will write a variety of beginning and intermediate level programs using the ABAP workbench, ABAP objects, and data dictionary tools. Modular programming technique such as subroutines, function modules, and events will also be discussed. Prerequisites: A minimum grade of "C" in CISM 4334 and CISM 2230. 3 credit hours.

JUSTIFICATION:

The ABAP programming course will be an elective course in the Information Systems program and will enhance the enterprise resource planning emphasis area in the major.

CISM 4434 - Enterprise System Configuration

This course focuses on configuring and testing an Enterprise Resource Planning (ERP) system for use in a large organization. Students learn how to setup a trading company from the ground up using SAP R/3. Throughout the semester, students will create and test the organizational structure, master data and business rules to integrate different functional business processes such as purchasing, sales, distribution, logistics, accounts payable, accounts receivable, etc. Students can also be expected to complete a major project working in cross-functional teams to configure and test an ERP system. Prerequisite: A minimum grade of "C" in CISM 4334. 3 credit hours.

JUSTIFICATION:

A new concentration, Enterprise Resource Planning (ERP) Systems, in BBA Information Systems (IS) program has been approved. This course is one of the major courses for the BBA IS ERP concentration. This course will be an elective and will focus on ERP system configuration and testing. Exposure to ERP system configuration and testing as part of the academic curriculum can add the in-depth knowledge in ERP concentration.

A Shepherd/Welford motion to approve these new courses was passed unanimously.

IV. COLLEGE OF BUSINESS ADMINISTRATION SCHOOL OF ACCOUNTANCY

Dr. Leslee Higgins presented the following agenda items for the School of Accountancy.

Course Revision - Effective Fall 2006**FROM: ACCT 4830/4830S - Special Topics in Accounting**

Prerequisite: Senior Standing and Permission of Director

TO: ACCT 4830/4830S - Special Problems in Accounting

Prerequisite: Permission of Director

JUSTIFICATION:

The new course title will comply with other Special Topics and Special Problems courses offered in the College of Business Administration. The prerequisite change will allow students, other than seniors, to enroll in the course with the permission of the Director of the School of Accountancy.

FROM: ACCT 5232 - Managerial Accounting III

Continues the study of management accounting to increase competence in managerial accounting techniques that can be used to assist managers in the pricing of products or services, to demonstrate the application of specialized uses of accounting information in inventory costing, planning and control functions, and to enhance the use of a variety of decision making techniques. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: ACCT 5232 - Managerial Accounting III

Continues the study of management accounting by focusing on current topics in the areas of 1) controllership, 2) applications and implications of modern costing and management accounting techniques, including advanced costing techniques, performance measurement, and process analysis, and 3) the legal, corporate and professional responsibilities of accounting departments. Specific topics may vary from year to year. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

JUSTIFICATION:

The new catalog description is a better description of the topics actually covered in ACCT 5232 and includes a focus on current topics which may change from year to year.

FROM: LSTD 4830 - Special Problems in Legal Studies

Prerequisite: Senior Standing and Permission of Director

TO: LSTD 4830 - Special Problems in Legal Studies

Prerequisite: Permission of Director

JUSTIFICATION:

The prerequisite change will allow students, other than seniors, to enroll in the course with the permission of the Director of the School of Accountancy.

New Course - Effective Fall 2006**ACCT 4030/4030S - Special Topics in Accounting**

A customized course that allows students to pursue further study in a specific accounting topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: Permission of Director. 3 credit hours.

JUSTIFICATION:

As the number of accounting majors increases, it is necessary to offer this new topic course to meet the growth in student enrollment. It also allows faculty members with different expertises to teach students the frontier in their own research areas or contemporary topics related to current real-world events.

LSTD 3630 - White Collar Crime

This course examines the US criminal justice system along with its response to the escalating incidence of white-collar crime. Other topics include understanding human behavior, theories of crime causation, organization crime, occupational crime, and the constitutional rights of white-collar criminals. Prerequisite: Completion of a minimum of 55 hours. 3 credit hours.

JUSTIFICATION:

This course will be an integral component of both the fraud examination interdisciplinary minor and the forensic accounting track within the new forensic accounting program at Georgia Southern University. U.S. News & World Report recently described "forensic accountant" as the most secure career track in the country.

Program Revision - Effective Fall 2006**Fraud Investigation Interdisciplinary Minor**

Replace CISM 5131 with LSTD 3630.

JUSTIFICATION:

The School of Accountancy originally wanted a White Collar Crime course in the Interdisciplinary Minor in Fraud Investigation. We had discussions with the Criminal Justice Department about offering the course. They agreed to offer the course, however they later had to back out. At that time, we added CISM 5131, Fundamentals of Computer Forensics, to the minor curriculum. However, as this course was being developed, we decided the material would be over the heads of many undergraduates who might want to enroll in the Minor in Fraud Investigation. Therefore, we decided to develop the White Collar Crime course in the Legal Studies area, LSTD 3630. This course will satisfy our original intent for the minor.

A Hazeldine/Rogers motion to approve these new courses, course revisions, and program revisions was passed unanimously.

DEPARTMENT OF FINANCE AND QUANTITATIVE ANALYSIS

Dr. Mike Barth presented the following agenda items for the Department of Finance and Quantitative Analysis.

New Course - Effective Fall 2006**BUSA 3231 - Financial Survival Skills**

An overview of the issues relating to managing finances throughout one's life. Attention is given to career planning, budgeting, real estate purchases, saving for retirement and risk management with insurance. Prerequisite: Completion of a minimum of 55 semester hours. 3 credit hours.

JUSTIFICATION:

This will be a course in personal finance that is appropriate for all students early in their college careers. It will focus on critical aspects of financial planning while students are in a position to use that information. For instance, it will discuss the pitfalls of credit card debt BEFORE students have gotten into trouble.

FINC 4030 - Special Topics in Finance

A course that will allow students to learn about timely specialized topics that are not part of the regular curriculum in Finance, including but not limited to Small Business Start-Up Finance, Credit Derivatives, and Federal Reserve Policy. Prerequisite: A minimum grade of "C" in FINC 3131. 3 credit hours.

JUSTIFICATION:

To provide students an opportunity for exposure to timely Finance topics not otherwise routinely offered within the major.

Course Revision - Effective Fall 2006**FROM: FINC 3132 - Intermediate Financial Management**

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 3132 - Intermediate Financial Management

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 3133/3133S - International Finance

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 3133/3133S - International Finance

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 3134 - Enterprise Risk Management

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 3134 - Enterprise Risk Management

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 3231 - Financial Markets and Investments

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 3231 - Financial Markets and Investments

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 3531 - Principles of Risk and Insurance

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 3531 - Principles of Risk and Insurance

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 4232 - Security Analysis

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 4232 - Security Analysis

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 4233 - Estate Management

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 4233 - Estate Management

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 4234 - Personal Insurance Planning

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 4234 - Personal Insurance Planning

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

FROM: FINC 4331 - Bank Management

Prerequisites: A minimum grade of "C" in FINC 3130 and FINC 3131.

TO: FINC 4331 - Bank Management

Prerequisite: A minimum grade of "C" in FINC 3131.

JUSTIFICATION:

To simplify course sequencing for finance majors.

A Welford/Smith motion to approve these new courses and course revisions was passed unanimously.

DEPARTMENT OF INFORMATION SYSTEMS

Dr. Ron McKinnon presented the following agenda items for the Department of Information Systems.

Program Revision - Effective Fall 2006

B.B.A. Information Systems - Emphasis in Enterprise Resource Planning Systems

Delete LOGT 3232 and LOGT 4231. Add CISM 4335, CISM 4434, and MGNT 4333. Add 'Enterprise Resource Planning Systems' emphasis.

JUSTIFICATION:

Two CISM courses are added as well as a Human Resources Information Systems course that uses SAP software. The ERP Systems emphasis now very current

A Hazeldine/Welford motion to approve this program revision was passed unanimously.

Selected Topics Announcements

Dr. Mary Hazeldine presented the following Selected Topics Announcements as information only.

MKTG 4830 - Internet Marketing

JUSTIFICATION:

Technologies, including the Internet and the World Wide Web, and their use in e-commerce are reshaping the way that business leaders think about management, strategy, and business design. This course presents the strategic themes and issues associated with the field of e-commerce and highlights how four infrastructures-technology, capital, public policy and media-provide the context in which the strategy operates.

FINC 4830 - Start-Up Finance

JUSTIFICATION:

Small firm start-up financing is not part of the ordinary Finance curriculum. COBA students have expressed an interest in learning about financing for start-ups and small firms.

MGNT 4830 - Purchasing and Supply Management

JUSTIFICATION:

Business students are assigned the task of creating value for stakeholders of their employers. Toward this end managerial skill in purchasing can serve students well. For example, Hendicks and Singhal ("The Effect of Supply Chain Glitched on Shareholder Wealth," Journal of Operations Management, Vol. 5, pp. 501-522, 2003) illustrate how supply mismanagement can significantly decrease the firm's value. This course exposes students to strategic sourcing and to negotiations and ethics in business.

FINC 4830 - Entrepreneurial Finance

JUSTIFICATION:

Students in finance are taught the theoretical components necessary to be knowledgeable in the field. However, it is not until they enter the workforce, and often many years later, that they are able to use those concepts in practical applications. This course seeks to speed the application of basic financial principles in the development of the financial section of a real business plan. Students will research industry information, develop financial statements (income statement, balance sheet, and statement of cash flows), calculate appropriate ratios, and run various scenarios for presentation to potential funding sources.

V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF BIOLOGY

Dr. Shahnam Navaee presented the following agenda items for the Department of Biology.

Course Revision - Effective Fall 2006

FROM: BIOL 3240 - Biology of Microorganisms

Lab Contact Hours: 2

To: BIOL 3240 - Biology of Microorganisms

Lab Contact Hours: 3

JUSTIFICATION:

The number of credit hours for this course has not changed, this is an application to change the number of contact hours in the laboratory only. An increase in the number of laboratory contact hours from 2 hours per week to 3 hours per week is needed to facilitate the implementation of discovery-based laboratory exercises. The additional contact hour will permit sufficient time for students to learn the required techniques, use the scientific method in applying the technique to

microbiological problems and then analyze and discuss their findings.
A Rogers/Fisher motion to approve this program revision was passed unanimously.

DEPARTMENT OF CHEMISTRY

Dr. Brian Koehler presented the following agenda items for the Department of Chemistry.

Course Revisions - Effective Fall 2006

FROM: CHEM 3441 - Physical Chemistry I

Prerequisites: A minimum grade of "C" in CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

TO: CHEM 3441 - Physical Chemistry I

Prerequisites: A minimum grade of "C" in CHEM 2031, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

JUSTIFICATION:

CHEM 2031 is a prerequisite for CHEM 2242. We want students to have mastered both CHEM 2031 and CHEM 2242 before taking CHEM 3441. However, we have found that it is possible for a student to fail CHEM 2031 and still take CHEM 2242. Therefore, with the current prerequisites, it is possible for a student to be enrolled in CHEM 3441 without having mastered the content of CHEM 2031. The proposed change rectifies this loophole.

FROM: CHEM 3442 - Physical Chemistry II

Prerequisite: A minimum grade of "C" in CHEM 3441.

TO: CHEM 3442 - Physical Chemistry II

Prerequisites: A minimum grade of "C" in CHEM 2031, CHEM 2242, PHYS 2212, PHYS 1114; and CHEM 3541 or CHEM 3441.

JUSTIFICATION:

CHEM 3441 (Physical Chemistry I) is the normal pre-requisite for this course for BS Chemistry majors. However, Biochemistry majors have the option of substituting CHEM 3541 (Biophysical Chemistry) for CHEM 3441. It is possible for these students to elect to take CHEM 3442. The changes here are necessary in order to insure that students taking the Biophysical Chemistry course have the necessary skills to perform well in this class.

FROM: CHEM 4340 - Advanced Organic Chemistry

Lecture/Lab course. 4 credit hours. 3 lecture hours. 1 lab hour.

TO: CHEM 4331 - Advanced Organic Chemistry

Lecture course. 3 credit hours. 3 lecture hours.

JUSTIFICATION:

The national model for offering Advanced Organic Chemistry is a lecture-only format because of the intensive theoretical nature of the course. In order to bring our course in line

with national trends, we are removing the laboratory component of the course. Removing the laboratory component dictates that the course number be changed from CHEM 4340 to CHEM 4331.

FROM: CHEM 4611 - Senior Seminar

Prerequisite: A minimum grade of "C" in CHEM 3610.

TO: CHEM 4611 - Senior Seminar

Prerequisites: A minimum grade of "C" in CHEM 2031, CHEM 2242, CHEM 3341, CHEM 3342, CHEM 3610, and six additional hours of chemistry numbered at or above the 3000 level.

JUSTIFICATION:

Since senior seminar requires that students listen to, read, write about, and report

on chemical research, it is a disservice to them if their chemistry background is deficient. It is also in contradiction to the notion of a capstone experience if students have not completed a substantial portion of their program in chemistry before taking CHEM 4611 (regardless of their baccalaureate status).

A Smith/Welford motion to approve these course revisions was passed unanimously.

DEPARTMENT OF GEOLOGY & GEOGRAPHY

Dr. Jonathan Geisler presented the following agenda items for the Department of Geology & Geography.

New Course - Effective Summer 2006

GEOG 4790 - Internship in Geography

The internship allows students to work in a professional setting related to their chosen concentration in the field. Undergraduate students can earn between one and six credits for internships approved by their academic advisor and the Department's Internship Director. Students must maintain contact with the Internship Director through the course of the internship work, and must submit a written report and a work product at the end of the project. Internship credits can be used for elective credit only and may not substitute for specific degree requirements. Prerequisite: Permission of the Geology and Geography Internship Director is required. 1 to 6 credit hours.

JUSTIFICATION:

The Department of Geology and Geography does not currently have internship courses. The faculty recognizes that a student's education can be enhanced by the combination of academic and experience-based learning. Academic internships provide students an opportunity to apply what they have learned in the classroom and to bring back to the classroom an enriched perspective on their learning. Internships can lead to jobs after graduation and initiation of good careers for our students. This course will allow students to receive elective credit for their internship activities. The internships are of variable units and require that students be given a significant opportunity to do responsible work that contributes to their knowledge of the field.

GEOL 4790 - Internship in Geology

The internship allows students to work in a professional setting related to their chosen concentration in the field. Undergraduate students can earn between one and six credits for internships approved by their academic advisor and the Department's Internship Director. Students must maintain contact with the Internship Director through the course of the internship work, and must submit a written report and a work product at the end of the project. Internship credits can be used for elective credit only and may not substitute for specific degree requirements. Prerequisite: Permission of the Geology and Geography Internship Director is required. 1 to 6 credit hours.

JUSTIFICATION:

The Department of Geology and Geography does not currently have internship courses. The faculty recognizes that a student's education can be enhanced by the combination of

academic and experience-based learning. Academic internships provide students an opportunity to apply what they have learned in the classroom and to bring back to the classroom an enriched perspective on their learning. Internships can lead to jobs after graduation and the initiation of good careers for our students. This course will allow students to receive elective credit for their internship activities. The internships are of variable units and require that students be given a significant opportunity to do responsible work that contributes to their knowledge

of the field.

A Welford/Rogers motion to approve these new courses was passed unanimously.

DEPARTMENT OF PHYSICS

Dr. Mark Edwards presented the following agenda items for the Department of Physics. The Selected Topics Announcement was for information only.

New Course

ASTR 4130 - Astrophysics

This course will cover advanced topics in Astrophysics. Students will become familiar with the fundamental physics of stars. This includes stellar atmospheres, interiors, and evolution. Students will study the atomic properties of matter and its interaction with light. Students will also study techniques for observing stars using telescopes and interferometers. Prerequisites: PHYS 1112 or PHYS 2212. 3 credit hours.

JUSTIFICATION:

This course will fill an existing gap in the Astronomy and Physics curriculum, which currently lacks any detailed application of fundamental physics to the study of stars. Additionally, this course will also provide students with a broader range of applicable elective courses for fulfilling a proposed concentration in Astronomy.

ASTR 4330 - Observational Techniques in Astronomy

This course will cover advanced topics in astronomical observing techniques. This includes the basic physical principles and methods needed to plan, obtain, and reduce photometric data of celestial objects. Students will be introduced to the principles of spherical astronomy, photoelectric detectors, atmospheric extinction and standard system transformations, and the Image Reduction and Analysis (IRAF) software package. Prerequisites: PHYS 1112 or PHYS 2212. 3 credit hours.

JUSTIFICATION:

This course will fill an existing gap in the Astronomy curriculum, which currently has no course which addresses the field of astronomical observations. Such knowledge is basic to an advanced Astronomy education. Additionally, this course will also provide students with a broader range of applicable elective courses for fulfilling a proposed concentration in Astronomy.

ASTR 4030 - Selected Topics in Astronomy

This course will cover selected topics in Astronomy. Students may be allowed to do special projects in astronomy under the recommendation of the instructor. Prerequisites: PHYS 1112 or PHYS 2212. 3 credit hours.

JUSTIFICATION:

This elective will fill an existing gap in the Astronomy and Physics curriculum, which currently lacks a course that can take advantage of currently relevant topics in the fast changing fields of Astronomy and Physics, or the specialty areas of the department faculty. Additionally, this course will also provide students with a broader range of applicable elective courses for fulfilling a proposed concentration in Astronomy.

A Fisher/Welford motion to approve these new courses was passed unanimously.

Selected Topics Announcement - Effective Fall 2006

ASTR 4030 - Selected Topics in Astronomy: Galactic Astronomy

JUSTIFICATION:

This course will examine the physical mechanisms which determine the structure and evolution of galaxies. It will also review the current observational data concerning galaxy morphologies and internal content. The course will give the student a fundamental understanding of the key stages of galactic formation and evolution in a cosmological context.

SCHOOL OF TECHNOLOGY

Dr. Shahnam Navaee presented the following agenda items for the School of Technology.

Program Revision - Effective Fall 2006

B.S. Manu. Industrial Management

JUSTIFICATION:

In the catalog program page for Industrial Management:

1. TMFG 1123 (3D Computer Drafting) is the replacement for the inactive TMFG 1122 (3D Computer Drafting) course. The content of the two courses is basically the same.
2. ENGR 1133 (Engineering Graphics) is the replacement for the TMFG 2522 (Computer Drafting) course. ENGR 1133 includes the content found in TMFG 2522 plus board drafting/sketching.

Applied Integrated Manufacturing Second Discipline Concentration

JUSTIFICATION:

TMFG 1123 (3D Computer Drafting) is the replacement for the inactive TMFG 1122 (3D Computer Drafting) course. The content of the two courses is basically the same.

B.S.M.E.T. Mechanical Engineering Technology

JUSTIFICATION:

1. PHYS 2211 (Principles of Physics I) and PHYS 1112 (Introduction to Physics II) are added as alternate acceptable choices respectively for PHYS 1111 (Introduction to Physics I) and PHYS 2212 (Principles of Physics II). This modification allows Engineering Studies transfer students changing their major to MET to retain credit for the PHYS 2211 and PHYS 2212. The change also creates increased scheduling flexibility for students, while overall content is retained. This change also corrects an inconsistency error in the current catalog.
2. CSCI 1230 (Introduction to BASIC Programming) is added as an alternate acceptable choice for CSCI 1232 (Introduction to FORTRAN Programming). The rationale is that the particular programming language learned is not as important as the programming structure. This change also creates increased scheduling flexibility for students, while overall content is retained.

A Rogers/Welford motion to approve these program revisions was passed unanimously.

Course Revision - Effective Fall 2006

FROM: TMET 3130 - Mechanism Design

Kinematic analysis and design of the basic machine components and an introduction to mechanism synthesis and analysis. Extensive use of Working Model software. Prerequisite: TENS 2132.

TO: TMET 3130 - Mechanism Design

Kinematic analysis and design of the basic machine components and an introduction to mechanism synthesis and analysis. Extensive use of commercial mechanism analysis software. Prerequisite: TENS 2142.

JUSTIFICATION:

Two years ago the pre-requisite lecture TENS 2132 and its corresponding laboratory TENS 2112 were combined into the single course TENS 2142. The pre-requisite for this

course TMET 3130 was never updated to reflect this change.

A specific software title (Working Model) is mentioned in the old catalog description. The new description is more generic, allowing for other products to be used as necessary.

FROM: TMET 3135 - Machine Design

Prerequisite: TENS 2133.

TO: TMET 3135 - Machine Design

Prerequisite: TENS 2143.

JUSTIFICATION:

Two years ago the pre-requisite lecture TENS 2133 was changed to TENS 2143. The pre-requisite for this course TMET 3135 was never updated to reflect this change.

FROM: TMET 4441 - Automation and CIMS

Fundamental manufacturing, automation, and topics in production and related control systems, including numerical control, computer integrated manufacturing, and flexible manufacturing systems. Laboratory includes work with a Mini-CIM system. Prerequisites: TMFG 2522 or ENGR 1133.

TO: TMET 4441 - Automation and CIMS

A capstone course in materials science and processing. Fundamental manufacturing, automation, and topics in production and related control systems are covered. Numerical control, computer integrated manufacturing, and flexible manufacturing systems are included. Laboratory includes work with a Mini-CIM system. Prerequisites: ENGR 1133, CSCI 1232, and TMET 3343.

JUSTIFICATION:

Formalize the current practice of limiting this capstone course to senior level students in MET. Previous courses that were assumed to have been taken in the freshman and junior years (CSCI 1232 and TMET 3343) because of other sequencing issues are now formally required as pre-requisites here. ENGR 1133 is a replacement for TMFG 2522, and there is no need to list both courses.

A Welford/Rogers motion to approve these course revisions was passed unanimously.

VI. OTHER BUSINESS

- Dr. Pat Humphrey, Faculty Senate Moderator, asked the UGC committee to revisit the course fees issue. UGC Committee is to put a plan in place to keep up with course fees being changed. Dr. Donna Saye will find out more information and discussion will continue at the January UGC Meeting.
- Dr. Donna Fisher made the following suggestions:
 - Agenda be available to committee members by the Friday prior to the UGC meeting.
 - Curriculum forms be updated once at the beginning of each semester if necessary.
 - Make each form one document including signature page and space for program page.
- Ms. Ann Montalvo made the suggestion to add a place to put the Subject and Number on the first page of the New Course Form.

A Fisher/Welford motion to approve these suggestions was passed unanimously.

VII. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 3:50 p.m.

Respectfully Submitted,

Caroline D. James

Caroline D. James
Recording Secretary

UNDERGRADUATE COMMITTEE MINUTES, JANUARY 24, 2006, 3:00 P.M.

SCIENCE & TECHNOLOGY ROOM 2120

VIII. CALL TO ORDER

Present: Ms. Camille Rogers, Dr. Donna Fisher, Dr. Donna Saye, Dr. Hsaing-Jui Kung, Dr. Marian Tabi, Dr. Mark Welford, Dr. Kymberly Harris (alternate for Dr. Marla Morris), Dr. Mary Hazeldine, Dr. Mary Marwitz, Dr. Reed Smith, Dr. Sonya Shepherd, Dr. Virginia Richards, Dr. Amy Heaston

Visitors: Ms. Caroline James, Ms. Ann Montalvo, Dr. Shahnam Navaee, Dr. Olivia Carr Edenfield, Dr. Steven Engel, Dr. Nancy Shumaker, Dr. Art Gowan, Dr. C. K. Lee, Dr. Don Armel, Dr. Brian Koehler, Mr. Eric Nelson, Dr. Sandy Peacock, Dr. Ronnie Sheppard, Ms. Chris Thompson, Ms. Candace Griffith, Dr. Ron MacKinnon, Dr. Charles Trupe, Dr. Wei Tu, Dr. Chris Caplinger, Dr. Danette Wood

Dr. Donna Saye, Chair, called the meeting to order at 3:03 p.m.

IX. APPROVAL OF AGENDA

A Hazeldine/Richards motion to approve the agenda was passed by majority.

X. COLLEGE OF EDUCATION

Dr. Kimberly Harris presented the following agenda items for the College of Education.

New or Revised Programs

Deletion of the following programs:

- **B.S.Ed. Biology Education**
- **B.S.Ed. Business Education**
- **B.S.Ed. Chemistry Education**
- **B.S.Ed. English Education**
- **B.S.Ed. Geography Education**
- **B.S.Ed. History Education**
- **B.S.Ed. Mathematics Education**
- **B.S.Ed. Physics Education**
- **B.S.Ed. Political Science Education**
- **B.S.Ed. Art Education**
- **B.S.Ed. French Education**
- **B.S.Ed. German Education**
- **B.S.Ed. Spanish Education**

JUSTIFICATION:

The College of Education requests the UC take action on the agenda item to delete B.S.Ed. initial certification preparation programs in the secondary teaching fields, art and foreign languages which become part of the M.A.T. effective Fall 2006.

A Harris/Richards motion to approve these program deletions was passed

unanimously based upon the action of the M.A.T. approval from the BOR in February 2006.

COE Advisement Information

- Add M.A.T. advisement information to the catalog

JUSTIFICATION:

Beginning Summer 2006, students who plan to seek initial teacher certification after completion of a bachelor's degree in a secondary education field or in the P-12 areas of art or foreign languages, may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements for certification, certain courses must be completed as part of or in addition to specific BA or BS programs of study offered by Georgia Southern University.

A Harris/Welford motion to approve this advisement information was passed unanimously.

Course Revisions

FROM: MGED 3532 - Methods of Teaching Mathematics in the Middle Grades

A study of content, teaching methods, materials, and trends in middle grades mathematics. Content areas in mathematics include: Addition, subtraction, multiplication, and division algorithms, geometry, fractions, decimals and percent, measurement, and data analysis. Special topics such as calculators, computers and problem solving. A field based component will be arranged.

TO: MGED 3532 - Methods of Teaching Mathematics in the Middle Grades

A study of teaching methods and materials, curriculum content, assessment strategies, and trends in middle grade mathematics. A field based component which requires planning and teaching a mathematics unit in a middle grade classroom is required.

JUSTIFICATION:

Topics mentioned in the current catalog description do not completely match current national middle school expectations. The field component needs further clarification. The new description provides a better overview of what is covered in the course.

A Harris/Hazeldine motion to approve this course revision was passed unanimously.

FROM: ECED 3732 - Methods I Practicum

Prerequisite: ECED 3131 and completion of or concurrent enrollment in ECED 3232 and ECED 4533.

TO: ECED 3732 - Methods I Practicum

Prerequisite: ECED 3131.

JUSTIFICATION:

The prerequisite is being changed in order to provide an opportunity for candidates to enroll in ECED 3732 without the completion of or concurrent enrollment in ECED 3232 and ECED 4533.

A Harris/Hazeldine motion to approve this course revision was passed unanimously.

New Courses

ITEC 3130 - Instructional Technology for Early Childhood Education

Instructional Technology for Early Childhood Education is an introduction to the effective uses of instructional technology for Early Childhood Education majors. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the Early Childhood Education pre-service experience. 3 credit hours.

JUSTIFICATION:

Required course in the Early Childhood Education program. This course satisfies approximately 50% of the Georgia Technology Standards for teachers that are required by the State of Georgia for certification.

ITEC 3230 - Instructional Technology for Special Education

Instructional Technology for Special Education is an introduction to the effective uses of instructional technology for Special Education majors. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the Special Education pre-service experience. 3 credit hours.

JUSTIFICATION:

Required course in the Special Education program. This course satisfies approximately 50% of the Georgia Technology Standards for teachers that are required by the State of Georgia for certification.

ITEC 3430 - Instructional Technology for P-12 Teaching Fields

This course is designed for students enrolled in one of the P-12 teaching fields. It is an introduction to the effective uses of technology in an instructional setting. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the pre-service experience for students enrolled in one of the P-12 teaching fields. 3 credit hours.

JUSTIFICATION:

Required course in the programs covering the P-12 teaching fields. This course satisfies approximately 50% of the Georgia Technology Standards for teachers that are required by the State of Georgia for certification.

ITEC 3530 - Instructional Technology for Middle Grades Education

Instructional Technology for Middle Grades Education is an introduction to the effective uses of instructional technology for Middle Grades Education majors. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the Middle Grades Education pre-service experience. 3 credit hours.

JUSTIFICATION:

Required course in the Middle Grades Education program. This course satisfies approximately 50% of the Georgia Technology Standards for teachers that are required by the State of Georgia for certification.

SPED 3631 - Inclusive Practices

This course is designed to focus on best practices for educating P-12 students with diverse learning needs in the general education classroom. Candidates will investigate significant legal and historical considerations related to inclusion, pedagogical and curricular issues, collaboration, best instructional practices, and current trends. Prerequisite: A minimum grade of "C" in SPED 3711. 3 credit hours.

JUSTIFICATION:

This course will provide valuable knowledge and skills to candidates in special education in light of the move toward inclusion across the country.

TCED 1121 - Drafting for Technology Education Teachers

This course is an introduction to the basic principles of manual drafting. Included is a study of lettering and line quality, sketching, multiview drawings, dimensioning, auxiliary views, sections and pictorial drawings. Emphasis will also be on the teaching of these manual drafting skills in a Technology Education laboratory setting. 2 credit hours.

JUSTIFICATION:

This course is needed for Technology Education pre-service majors. Students need to know how to draw using basic drafting principles before they advance to CAD work. This course is needed for certification as well as for successful Praxis II testing information.

A Harris/Rogers motion to approve these new courses was passed unanimously.

Course Deletions**ECED 3132 - Assessment and Management****JUSTIFICATION:**

This elective course has not been offered in more than four years.

SPED 3234 - Curriculum in Special Education**JUSTIFICATION:**

In order to address the need for Highly Qualified special education teachers, candidates must be given the opportunity to include content courses within their program. Consequently, this course and SPED 3232, Strategic Instruction have been deleted and replaced by one new course, SPED 3631 Inclusive Practices.

SPED 3232 - Strategic Instruction in the Content Areas**JUSTIFICATION:**

In order to address the need for Highly Qualified special education teachers, candidates must be given the opportunity to include content courses within their program. Consequently, this course and SPED 3234, Curriculum in Special Education, have been deleted and replaced by one new course, SPED 3631 Inclusive Practices.

A Harris/Hazeldine motion to approve these course deletions was passed

unanimously.

New or Revised Programs

B.S.Ed. in Special Education

JUSTIFICATION:

With the passage of the No Child Left Behind Act, the question of "Highly Qualified" teachers has been addressed. The State of Georgia has decided to require all teachers of record to complete courses in the area of content they will be teaching. Consequently, the program in Special Education at Georgia Southern has determined that it is necessary to provide undergraduate students with the opportunity to complete the coursework as part of their degree. The proposed revision increases the total number of hours from 125 to 128, and provides undergraduate students with the opportunity to take three content courses during their upper division coursework. In addition, two special education courses have been deleted and replaced by the proposed content classes and SPED 3631, Inclusive Practices, to meet the PSC's initiative for "Highly Qualified" special education teachers in the general education classroom.

B.S.Ed. in Technology Education

JUSTIFICATION:

COST and the Acting Coordinator of the Graphic Communications Management program have changed the prefix of three TCPM courses to GCM in order to reflect a change in their program name. In addition, the course title "Introduction to Printing Technology" was changed to "Graphic Communications Technology." Each of these courses is a required course in the B.S.Ed. in Technology Education; therefore, the requested program changes reflect the changes in the courses from the Graphic Communications Management program.

Also, TMFG 1121 is being deleted in the School of Technology; therefore a new course has been developed -TCED 1121 Drafting for the Technology Education Teacher - to replace the course in the program. This course is needed to meet state and national standards for Technology Education Teachers.

In addition, TMFG 2522 Computer Drafting has changed to TMFG 1123 3D Computer Drafting. TMFG 4132 Energy and Power Systems has changed to Power Systems and Control Applications.

TCED 5239 Advanced Technology Education for Teachers is being moved on the program of study from Pedagogy for Professional Educators to the Major Requirements section.

A Harris/Richards motion to approve these program revisions was passed unanimously.

B.S.Ed. in Health and Physical Education

JUSTIFICATION:

With the future change in Area F in the Fall of 2007, SPED 2120 will no longer be a

part of Area F; however programs will need to satisfy the special education requirement in the major. KINS 4432 Adapted Physical Education is being proposed to satisfy the special education requirement. In order to prevent increasing the hours in the program, KINS 4432 is replacing KINS 3430 Principles of Coaching. The candidates do not need this course in coaching to meet certification requirements or to pass certification exams.

In order to provide a more comprehensive health content class, HLTH 3332 Coordinated School Health Programs is being proposed (by the School of Public Health in CHHS) as a new course to replace the existing HLTH 3430 Sex Education in the program. This new course is designed to study the basic principles and practices underlying the organization and administration of a coordinated school health program including the relationship to current child health status. The course will also focus on the development of health instruction, as well as a study of health topics, including nutrition, consumer health, environmental/community health, disease prevention, sexuality and substance use education.

The title of HLTH 3431 is being changed to Methods and Materials for School Health Education in order to reflect more closely the content of the course.

A Harris/Richards motion to approve this program revision was passed unanimously with the inclusion of the following statement.

While the College of Education understands and supports the proposed changes to the B.S.Ed. in Health and Physical Education (dated 1/10/06), the accompanying rationale does not clearly fit the proposed changes with regard to the substitution of a Physical Education course for SPED 2120 - Introduction to Special Education. All program changes need to be developed and discussed with the faculty involved in all relevant areas. For example, in this case, Special Education Program faculty need to be consulted regarding changes in Area F (House bill courses).

XI. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Chris Caplinger presented the following agenda items for the Vice President for Academic Affairs.

Course Revisions

FROM: GSU 1210 - University Orientation I

Designed to help first year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required of all new students during their first semester.

TO: GSU 1210 - University Orientation

Designed to help first year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required during the first semester for undergraduates new to the university (except transfer students with thirty

or more hours); students may not withdraw.

JUSTIFICATION:

The revision to the final sentence is designed to: 1) clarify existing practice (students with more than 30 hours have been exempted for several years); and, 2) to restrict exemption to transfer students, as opposed to students coded as "freshmen" who enter with more than 30 hours from advanced placement and/or Accel. Although not explicitly stated in the course description, the FYE office seeks approval from the Undergraduate Committee to require Accel students enrolled full time at Georgia Southern to take GSU 1210 during their first semester. The FYE Council approved these changes unanimously, arguing that students coded as freshmen (irrespective of hours earned) and high school students taking a full load at Georgia Southern, needed the course just as more traditional freshmen do.

FROM: GSU 2212 - Teaching Internship in GSU 1210

None.

TO: GSU 2212 - Teaching Internship in GSU 1210

Provides selected sophomore, junior and senior students an opportunity to develop leadership and mentoring skills through their involvement with GSU 1210: University Orientation. Includes training in counseling, communication, problem solving, classroom management and conflict resolution skills. Peer leaders assist faculty in leading classroom discussions and activities, assessing student work, and serving as an additional resource for first year students in the orientation course.

JUSTIFICATION:

Course does not currently appear in the Catalog. A search by the Registrar's Office for the initial course description yielded nothing (the description was apparently attached to the 1998 curriculum form, which was not scanned).

A Welford/Shepherd motion to approve these course revisions was passed unanimously.

New Course

UHON 3190 - Honors Junior Research Seminar

In a seminar setting, students will conduct readings about the research process with a focus on developing an honors capstone topic. Prerequisite: A minimum grade of "C" in UHON 2120 and minimum junior standing. 1-3 credit hours.

JUSTIFICATION:

The course is needed to supplement the honors curriculum for students in the University Honors Program selected as 1906 Scholars. These students will be taking most of their course work in major and minor courses during their junior year - this course supplements that coursework by asking students to focus on an honors capstone project in order to ensure that they have the time to produce a quality project before graduation.

A Welford/Shepherd motion to approve this new course was passed unanimously.

XII. COLLEGE OF HEALTH AND HUMAN SCIENCES

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

SCHOOL OF NURSING

New or Revised Program

B.S.N. Nursing

JUSTIFICATION:

1. Raise the minimum GPA for full admission to the program from 2.7 to 3.0 for the BSN and RN-BSN program and 2.7 for provisional admission to the RN-BSN program.

This change will minimally affect the number of BSN admissions.

Admission GPA's over the last 5 semesters revealed that a total of 10 students who had been admitted did not reach the 3.0 level and would not have qualified for admission under the new criteria. Of note, *all but two of the students with a GPA at 3.0 or below have either been dismissed from the program for multiple course failures, have failed one or more courses and/or are considered to be weak students.*

2. Require the Nurse Entrance Test (NET) using the national passing composite score (an average of all participants across the country who have completed the test) as a minimum for admission into the BSN program.

- The NET has been shown to be a strong predictor of program success with strong reliability (Simmons, LE, Haupt, G., & Davis, L. (2004). The usefulness of the Nurse Entrance Test (NET) for prediction of successful completion in a nursing program and subsequent success on National Council Licensure Examinations has been documented nationally (*Education Resources, Inc.*, 2004).

- The national passing composite score will be required as a minimum score for admission into the program. The student's level of achievement on all areas of the NET will be further considered in making final decisions regarding admission to the program.

A Richards/Fisher motion to approve this program revision was passed unanimously.

DEPARTMENT OF HEALTH AND KINESIOLOGY

Course Revisions

FROM: HLTH 3431 - School Health Concepts and Applications

Introduces and examines effective instructional practices for teaching health education. Content focus will emphasize the coordinated school health program including nutrition, consumer health, environmental/community health, disease prevention and fitness concepts/wellness. An integral component of the class will be the design of effective health lessons and implementation of these plans in the public school setting.

TO: HLTH 3431 - Methods and Materials for School Health Education

Introduces the student to productive, creative, innovative and effective methods needed to implement comprehensive school health education. Students will become familiar with organizing and presenting health content, health materials, health curricula, community resources and using technology for K-12 with emphasis on middle and secondary school students. An integral component of the class will be the participation in peer teaching experiences in the school setting. Prerequisites: A minimum

grade of "C" in HLTH 3332, HLTH 3130, and HLTH 3432; Admissions to Teacher Education Program in Health and PE.

JUSTIFICATION:

This course fulfills the requirement of additional in-school practicum hours required by the Professional Standards Commission as part of health and physical education curriculum.

A Richards/Welofrd motion to approve this course revision was passed unanimously.

FROM: KINS 3134 - Biomechanical Analysis of Movement

Prerequisites: A minimum grade of "C" in PHYS 1111 and KINS 3131.

TO: KINS 3134 - Biomechanical Analysis of Movement

Prerequisites: A minimum grade of "C" in PHYS 1111, PHYS 1113, and KINS 3131.

JUSTIFICATION:

Physics lecture and lab are required prerequisites. This is clean-up.

A Richards/Hazeldine motion to approve this course revision was passed unanimously.

New Courses

HLTH 3332 - Coordinated School Health Programs

Designed to study the basic principles and practices underlying the organization and administration of a coordinated school health program including the relationship to current child health status. Assessment and planning of developmentally appropriate health instruction, examination of health education curricula with content focus on the following health topics: nutrition, consumer health, environmental/community health, disease prevention, sexuality and substance use education will also be addressed. Prerequisite: Junior standing and formal acceptance into the Teacher Education Program or consent of instructor. (Fall semester)
Prerequisites: A minimum grade of "C" in HLTH 1520 and admission into Teacher Education Program. 3 credit hours.

JUSTIFICATION:

HLTH 3332 will be required of all students in the teacher education HPE program.

KINS 4432 - Adapted Physical Education

This is an introductory course designed to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to physical education for individuals with disabilities. Prerequisites: A minimum grade of "C" in KINS 4430 and admission into Teacher Education Program. 3 credit hours.

JUSTIFICATION:

KINS 4432 is needed to prepare Health and Physical Education majors to effectively include students with special needs into their classes, as mandated by Federal Law (PL 94-142). Research has consistently shown that one of the biggest challenges facing new teachers is how to teach children with disabilities. This course will allow the Health and Physical Education Teacher Education program to address these issues and to

adequately meet NCATE accreditation standards.

A Richards/Tabi motion to approve these course revisions was passed unanimously.

New or Revised Program

B.S.Ed. Health and Physical Education

JUSTIFICATION:

Course Changes.

A Harris/Richards motion to approve this program revision was passed unanimously with the inclusion of the following statement.

While the College of Education understands and supports the proposed changes to the B.S.Ed. in Health and Physical Education (dated 1/10/06), the accompanying rationale does not clearly fit the proposed changes with regard to the substitution of a Physical Education course for SPED 2120 - Introduction to Special Education. All program changes need to be developed and discussed with the faculty involved in all relevant areas. For example, in this case, Special Education Program faculty need to be consulted regarding changes in Area F (House bill courses).

DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES

Course Revisions

FROM: INDS 4435 - Design Studio IV

Corequisite: FACS 3427.

TO: INDS 4435 - Design Studio IV

Corequisite: FACS 3437.

JUSTIFICATION:

Course number for co-requisite has changed.

FROM: INDS 4436 - Design Studio V

Prerequisite: INDS 3434, INDS 4790, FACS 3427, and a minimum grade of "C" in INDS 4435.

FROM: INDS 4436 - Design Studio V

Prerequisite: INDS 3434, INDS 4790, FACS 3437, and a minimum grade of "C" in INDS 4435.

JUSTIFICATION:

Course number, FACS 3437, has changed.

A Richards/Hazeldine motion to approve these course revisions was passed unanimously.

New or Revised Program

B.S. Fashion Merchandising and Apparel Design

JUSTIFICATION:

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

A Richards/Fisher motion to approve this program revision was passed unanimously.

XIII. COLLEGE OF INFORMATION TECHNOLOGY

Ms. Camille Rogers presented the following agenda items for the College of Information Technology.

DEPARTMENT OF INFORMATION TECHNOLOGY

Course Revision

FROM: IT 3234 - Software Acquisition, Integration, and Implementation

Prerequisite: A minimum grade of "C" in CISM 3135.

TO: IT 3234 - Software Acquisition, Integration, and Implementation

Prerequisites: A minimum grade of "C" in CISM 3135, STAT 2231, and CISM 3135.

JUSTIFICATION:

Although IT 3234 discusses software acquisition in general, a significant proportion of the course is devoted to large software packages that are typically implemented in a n-tier architecture. IT 3131 covers the implementation of n-tier architectures in depth, and the need to make IT 3131 a prerequisite for IT 3234 follows from this.

One of the explicit learning outcomes for IT 3234 is that students be able to justify a recommendation of one software package over another. Based on student comments received previously, the course was revised to include some material on basic financial notions. However, since the notions covered require some knowledge of probability and statistics, prior exposure to these concepts is necessary. Since STAT 2231 covers this notions, it is desirable that it become a prerequisite for IT 3234.

A Rogers/Kung motion to approve this course revision was passed unanimously.

New Course

IT 3333 - IT Infrastructure

This course allows students to develop a thorough understanding of the IT infrastructure which includes computer hardware and networks that support various IT applications, and network security. This course allows students to develop this knowledge as well as some fundamental skills in server, network system administration and management, and to become aware of the importance of information assurance and security in the design, implementation and administration of an IT Infrastructure. Prerequisite: CISM 3134. 3 credit hours.

JUSTIFICATION:

No matter what their job title, and no matter what their specialization, IT Professionals must develop a thorough understanding of the infrastructure, including computer hardware and networking, that supports various IT applications, and the importance of security. Thus, the recently promulgated IT model curriculum recommends that every IT student receives at least 2 courses in IT infrastructure. While the current BS IT program offers IT students some introduction to various elements of an IT infrastructure, and while those specializing in the Web specialization receive a thorough exposure to the networking component of the IT infrastructure, this is insufficient to prepare students for successful professional careers. The proposed course is intended to address this deficiency.

A Rogers/Hazeldine motion to approve this new course was passed unanimously.

New or Revised Programs

B.S. Information Technology

JUSTIFICATION:

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

Information Technology Second Concentrations

JUSTIFICATION:

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

A Rogers/Richards motion to approve these program revisions was passed unanimously contingent upon departmental approval next week.

DEPARTMENT OF INFORMATION SYSTEMS

New Course

CISM 3331 - Principles of Enterprise Information Systems Security

An introduction to the various policy, administration, management, and technical aspects of information systems security across the enterprise. This course provides the foundation for understanding key policies and issues associated with protecting information assets; designing a consistent, reasonable information security system; identifying alternatives for determining the necessary levels of protection; and developing and administering appropriate responses to security incidents. Included are design issues for appropriate intrusion detection, disaster incidents, and reporting for various enterprise networking infrastructures. Prerequisites: A minimum grade of "C" in CISM 3134 and CISM 3134. 3 credit hours.

JUSTIFICATION:

This course is needed as an elective course providing an introduction to the policies and issues related to information security across the enterprise. Required prerequisite course includes CISM 3134 (Data Communications) and CISM 3135 (Systems Analysis and Design).

A Rogers/Hazeldine motion to approve this new course was passed unanimously.

DEPARTMENT OF COMPUTER SCIENCE

New Course

CSCI 5532 - Network Management Systems

Basic concepts of network management systems, including fundamentals of standards, models, languages, network management systems architectures and protocols. SNMP based protocols that manage TCP/IP networks. Broadband network management systems and Web-based network management systems tools and applications. Prerequisite: A minimum grade of "C" in CSCI 5332. 3 credit hours.

JUSTIFICATION:

In real-world networking situations, network managers and engineers require knowledge about networking tools and network management systems. This lack of practical knowledge is a problem for graduates when

they enter the work environment. Exposure to network management systems as part of the academic curriculum can help to remedy this deficiency. Such a course will enhance the undergraduate and graduate curriculum of CS at Georgia Southern University.

A Rogers/Hazeldine motion to approve this new course was passed unanimously.

XIV. ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY DEPARTMENT OF CHEMISTRY

Dr. Brian Kohler presented the following agenda items for the Department of Chemistry.

New Course

CHEM 4332 - Principles of Drug Design

A course designed to introduce the chemistry of drug design and development, as well as drug actions and their impacts on society. Topics include drug discovery, receptor site theory, neurotransmitters, pharmacokinetics, federal drug laws, drugs in sports and individual classes of drugs. Prerequisite: A minimum grade of "C" in CHEM 3342. 3 credit hours.

JUSTIFICATION:

This proposed course, "Principles of Drug Design", has been taught for a number of years as a special topics course and been very popular with the Chemistry majors. It is the desire of the Chemistry Department to offer this course with its own listing so that the course name will appear in student transcripts.

A Fisher/Hazeldine motion to approve this new course was passed unanimously.

New or Revised Program

B.S. CHEM. (ACS)

JUSTIFICATION:

The changes indicated in this Revised Program form are to correct the Chemistry BS program page to accurately reflect the courses currently being taught.

A Fisher/Hazeldine motion to approve this program revision was passed unanimously.

DEPARTMENT OF GEOLOGY/GEOGRAPHY

Dr. Charles Trupe presented the following agenda items for the Department of Geology/Geography.

New Course

GEOG 4542 -Intermediate GIS

An introduction to advanced data models and spatial data analysis functions of Geographic Information Systems (GIS) software, with an emphasis on the conversion among various GIS data formats and geodatabase construction and management. Prerequisite: GEOG 3440. 4 credit hours.

JUSTIFICATION:

The Department of Geology and Geography is revising courses in

Geographic Information Systems (GIS) to accommodate the rapid evolution of GIS technology, and to better serve our students. This revision includes changing from a two-course sequence of introductory and advanced GIS to a three-course sequence of introductory, intermediate, and advanced GIS. This is necessary to provide students with full coverage of the GIS software and applications, which is much more complex than when the original course sequence was established. Additionally, cartography (formerly a separate course) will be incorporated throughout the GIS sequence, further necessitating a three-course sequence.

A Welford/Hazeldine motion to approve this new course was passed unanimously.

Course Revisions

FROM: GEOG 3430 - Introduction to Geographic Information Systems

A survey of the types of systems and equipment/software that are available, including practical application of GIS to particular problems. 3 credit hours.

TO: GEOG 3440 - Introduction to GIS and Cartography

An introduction to the basic concepts, theories, techniques, and applications of Geographic Information Systems (GIS) and cartography. Students will learn and apply GIS and cartographic concepts to gain extensive hands-on experience in thematic mapping and manipulation of geo-referenced spatial information using GIS software. 4 credit hours.

JUSTIFICATION:

The revised introductory GIS course will include an introduction to cartography, which will serve as the foundation for more advanced cartographic components of intermediate and advanced GIS courses. In the current catalog, cartography is a separate course with no prerequisites (GEOG 4541 - Cartography), and many students take Cartography after their introductory GIS course. Faculty teaching introductory GIS feel strongly that students must learn fundamental concepts of cartography early in the GIS sequence, and that an entry-level GIS course should contain cartographic components to better prepare the students for subsequent GIS courses. The current Cartography course will be deleted after the Fall 2006 semester, which will allow students currently in the GIS minor program to complete their requirements. Introductory GIS will become a 4-credit course to reflect the increased cartographic content.

FROM: GEOG 4543 - Advanced GIS

Advanced spatial analysis and modeling techniques applied to vector and raster sets across a range of applications. Includes network, grid and surface modeling functions and programming. Prerequisite: GEOG 3430.

TO: GEOG 4543 - Advanced GIS: Spatial Analysis and Modeling

This course covers the advanced spatial analysis and modeling functions of GIS and offers both fundamental theoretical background and extensive hands-on experience in spatial analysis and modeling. Major topics include network analysis, surface modeling, spatial patterns analysis, spatial data visualization, and basics of spatial statistics. Prerequisites: GEOG 3440 and GEOG 4542.

JUSTIFICATION:

The course title and description are being changed to more accurately reflect rapidly evolving course content. Prerequisite courses have been changed to include the revised introductory GIS (GEOG 3440) and a new intermediate GIS course, GEOG 4542.

FROM: GEOG 5091 - Selected Topics in GIS

Advanced applications of GIS design and modeling to a specific topical and/or geographic area. Topics and studies will be rotated over time. Prerequisites: GEOG 3430 and GEOG 4543.

TO: GEOG 5091 - Applied GIS

Applications of advanced GIS design and modeling to a specific topical and/or geographic area. Topics and studies will be varied over time. Prerequisites: GEOG 3440, GEOG 4542, and GEOG 4543.

JUSTIFICATION:

The course title is being changed to more accurately reflect the course content. Prerequisites have been updated in accordance with recent changes to other GIS courses. The catalog description has been modified to emphasize the applied nature of the course.

A Welford/Hazeldine motion to approve these course revisions was passed unanimously.

New or Revised Programs

B.A. Geography

JUSTIFICATION:

Changes to the Geography BA are necessary to incorporate recent changes to GIS courses and to remove courses that are taught infrequently. This also required revisions to Area F.

B.S. Geography

JUSTIFICATION:

Changes to the Geography BS are necessary primarily to incorporate recent changes to GIS courses. Additional changes were made to Area F, and to Specific Requirements to increase the number of upper division courses available to Geography BS majors.

Geographic Information Science Minor

JUSTIFICATION:

The changes indicated on this Revised Program form are to incorporate recent revisions to the Department's GIS courses. This includes changing from a two-course sequence of introductory and advanced GIS to a three-course sequence of introductory, intermediate, and advanced GIS, and removal of the stand-alone Cartography course.

Geographic Information Science Second Discipline

JUSTIFICATION:

The changes indicated on this Revised Program form are to incorporate recent revisions to the Department of Geology and Geography's GIS

courses. This includes changing from a two-course sequence of introductory and advanced GIS to a three-course sequence of introductory, intermediate, and advanced GIS, and removal of the stand-alone Cartography course.

A Welford/Hazeldine motion to approve these program revisions was passed unanimously.

SCHOOL OF TECHNOLOGY

Dr. Don Armel presented the following agenda items for the School of Technology.

Course Revisions

FROM: TCPM 1131 - Introduction to Printing Technology

An introduction to the pre-press, press, and post-press printing processes covering such industry areas as offset, flexography, screen, and gravure printing.

TO: GCM 1131 - Graphic Communications Technology

An introduction to careers, the printing processes and the steps involved in preparing images for production in graphic communications.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title change to reflect name. Catalog Description change consolidates concepts to more accurately reflect graphic communication area.

FROM: TCPM 1321 - Desktop Publishing

The fundamentals of desktop publishing are covered, as well as technologies that have evolved from desktop publishing. Fundamental topics include word processing, graphics, and page assembly. Other topics include fundamentals of digital photography, video imaging, and related applications. Corequisite: TCPM 1411.

TO: GCM 1321 - Desktop Publishing

This is a general course presenting the development, growth and influence of desktop publishing in today's society. The course presents the various hardware and software used in desktop publishing, as well as technologies that have evolved from desktop publishing. Students are introduced to typography and typographic principles, digital photography, scanning, image resolution, photo editing, imposition and their correct use in the creation of both everyday and formal communications. Students learn what makes an aesthetically pleasing document in both formal and informal settings. Corequisite: GCM 1411.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Co-requisite change to be consistent with subject change. Catalog Description change to more accurately communicate the courses content.

FROM: TCPM 1411 - Desktop Publishing Lab

Desktop Publishing Lab provides hands-on experiences that coincide with

the Desktop Publishing Lecture (TCPM 1321). Hands on activities include fundamental word processing, graphics, and page assembly. Other topics include fundamentals of digital photography, video imaging, and related applications. This course must be taken in conjunction with Desktop Publishing, (TCPM 1321). Corequisite: TCPM 1321.

TO: GCM 1411 - Desktop Publishing Lab

Through detailed instruction and problem solving activities, students use current desktop publishing hardware and software and apply various concepts learned in GCM 1321 (Desktop Publishing) including, drawing applications, page assembly, photo editing, digital photography, scanning, typography, aesthetics, image resolution and imposition. Corequisite: GCM 1321.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Co-requisite change to be consistent with subject change. Catalog Description change to more accurately communicate the courses content.

FROM: TCPM 2122 - Industrial Practicum

Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures, and work ethics. PM majors only. Prerequisites: TCPM 1131, TCPM 1321, and TCPM 1411. Corequisite: TCPM 2222. 2 lecture contact hours. Lecture.

TO: GCM 2721 - Industrial Practicum

Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures, and work ethics. Prerequisites: A minimum grade of "C" in GCM 1131 and GCM 1321. Corequisite: GCM 2722. 2 other contact hours. Practicum.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Number change to comply with University standards. Prerequisite and co-requisite change to be consistent with subject change. Catalog Description change to be consistent with subject and eliminated items from the above current description (provided to GCM) that were not included in the catalog. Change schedule type and other contact hours.

FROM: TCPM 2132 - Image Preparation I

An exploration of the tools, processes, and planning procedures used in the initial capture, editing, and production of an image for the graphic communications and information technology industries. The layout and design process from a printing perspective is discussed and evaluated. Prerequisites: TCPM 1131, TCPM 1321, and TCPM 1411. Corequisite: TCPM 2212.

TO: GCM 2132 - Image Preparation I

An exploration of the tools, processes, and planning procedures used in the initial capture, editing, and production of an image for the graphic

communications and information technology industries. The layout and design process from a printing perspective is discussed and evaluated.

Prerequisites: A minimum grade of "C" in GCM 1131 and GCM 1321.

Corequisite: GCM 2212.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name.

Prerequisite and co-requisite change to be consistent with subject change.

Catalog Description change to be consistent with subject and eliminated items from the above current description (provided to GCM) that were not included in the catalog.

FROM: TCPM 2212 - Image Preparation I Lab

The lab experience includes using the tools and processes used in the initial capture and production of an image and its editing. Prerequisites: TCPM 1131, TCPM 1321, and TCPM 1411. Corequisite: TCPM 2132.

TO: GCM 2212 - Image Preparation I Lab

The lab experience includes using the tools and following the processes for initial capture, edit and production of an image. Prerequisites: A minimum grade of "C" in GCM 1131 and GCM 1321. Corequisite: GCM 2132.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name.

Prerequisite and co-requisite change to be consistent with subject change.

Catalog Description change to be consistent with subject and eliminated items from the above current description (provided to GCM) that were not included in the catalog.

FROM: TCPM 2222 - Industrial Practicum Lab

Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures, and work ethics. PM majors only. Prerequisites: TCPM 1131, TCPM 1321, and TCPM 1411. Corequisite: TCPM 2122. 2 lab contact hours. Laboratory.

TO: GCM 2722 - Industrial Practicum Lab

Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures, and work ethics. Prerequisites: A minimum grade of "C" in GCM 1131 and GCM 1321. Corequisite: GCM 2721. 8 other contact hours. Internship/Practicum.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Number change to comply with University standards. Prerequisite and co-requisite change to be consistent with subject change. Catalog Description change to be consistent with subject and eliminated items from the above current description (provided to GCM) that were not included in the catalog. Change schedule type. Change contact hours.

FROM: TCPM 2332 - Bindery and Finishing

Prerequisite: TCPM 1131. Corequisite: TCPM 2412.

TO: GCM 2332 - Bindery and Finishing

Prerequisite: A minimum grade of "C" in GCM 1131. Corequisite: GCM 2412.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite change to be consistent with subject change.

FROM: TCPM 2412 - Bindery and Finishing Lab

Designed to engage students with the processes and real world problems of bindery, finishing, and distribution processes and practices common to the printing industry. Plant visits to bindery, finishing, and distribution firms.

Prerequisite: TCPM 1131. Corequisite: TCPM 2332.

TO: GCM 2412 - Bindery and Finishing Lab

Designed to engage students with the processes and real world problems of bindery, finishing, and distribution processes and practices common to the printing industry. Plant visits to bindery, finishing, and distribution firms.

Prerequisite: A minimum grade of "C" in GCM 1131. Corequisite: GCM 2332.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite changes to be consistent with subject change. Catalog Description change to be consistent with subject.

FROM: TCPM 2432 - Inks and Substrates

An introduction to the dynamic relationship between inks and the materials on which they are printed. Areas of concern include the manufacturing processes and characteristics of inks and papers, testing procedures used with inks and substrates. Prerequisite: TCPM 1131.

TO: GCM 2432 - Inks and Substrates

An introduction to the dynamic relationship between inks and the materials on which they are printed. Areas of concern include the manufacturing processes and characteristics of inks and papers, testing procedures used with inks and substrates. Prerequisite: A minimum grade of "C" in GCM 1131.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change. Catalog Description change to be consistent with subject.

FROM: TCPM 3110 - Instructional Assistance

A supervised experience in the instructional process (on the university level) through direct participation in a laboratory situation.

TO: GCM 3110 - Instructional Assistance

A supervised experience in the instructional process (on the university level) through direct participation in a laboratory situation. Grading is evaluated on a satisfactory/unsatisfactory basis only. This course may be repeated for a total of three semester hours.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Catalog description changes are minor editorial corrections.

FROM: TCPM 3130 - Customer Service for Printing Management

This course is designed to acquaint the students with duties and responsibilities associated with customer service in printing companies and related industries. Prerequisites: None.

TO: GCM 3130 - Customer Service for Graphic Communications

A course designed to acquaint the students with duties and responsibilities associated with customer service for graphic communications management. Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title change to reflect name. Prerequisite addition to be consistent with other GCM elective courses. Catalog Description change to be consistent with subject.

FROM: TCPM 3333 - Image Preparation II

Prerequisite: A minimum grade of "C" in TCPM 3745 required for all printing management majors only, IT second discipline students and TCPM minors should consult with the assigned printing management advisor. Corequisite: TCPM 3413.

TO: GCM 3333 - Image Preparation II

Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor. Corequisite: GCM 3413.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite change to be consistent with subject change.

FROM: TCPM 3413 - Image Preparation II Lab

A hands on laboratory course. The laboratory activities include the following: conventional and electronic image assembly methods, imposition, trapping, pre-flighting, output options, and proofing. Some of the software packages used for this course include QuarkXpress, INposition, and Flight Check. Prerequisite: A minimum grade of "C" in

TCPM 3745 required for all printing management majors only, IT second discipline students and TCPM minors should consult with the assigned printing management advisor. Corequisite: TCPM 3333.

TO: GCM 3413 - Image Preparation II Lab

A hands on laboratory course. The laboratory activities include the following: conventional and electronic image assembly methods, imposition, trapping, pre-flighting, output options, and proofing. Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor. Corequisite: GCM 3333.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite change to be consistent with subject change. Catalog Description change elimination of software references.

FROM: TCPM 3745 - Printing Management Internship I

Designed for students to receive practical work experience with an approved printing firm. A minimum of 480 contact hours with the host site is required. Printing Management Majors ONLY. Prerequisites: A minimum grade of "C" in TCPM 2332, TCPM 2412, TCPM 2432, TCPM 2132, TCPM 2212, TCPM 2122, and TCPM 2222. 4 other contact hours.

TO: GCM 3745 - Graphic Communications Internship I

Designed for students to receive practical work experience with an approved graphic communications firms. A minimum of 480 contact hours with the host site is required. Graphic Communications Management Majors. Prerequisites: A minimum grade of "C" in GCM 2721 and GCM 2722. A minimum of seven (7) hours from GCM 2432, GCM 2332 and GCM 2412, and GCM 2132 and GCM 2212. 40 other contact hours.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title change to reflect name. Prerequisite change to manage scheduling conflicts. Catalog Description change to be consistent with subject and eliminated items that were not included in the catalog. Correct contact hours in Banner.

FROM: TCPM 4132 - Screen Printing

Prerequisite: A minimum grade of "C" in TCPM 3745 required for all printing management majors only, IT second discipline students and TCPM minors should consult with the assigned printing management advisor.

TO: GCM 4132 - Screen Printing

Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change.

FROM: TCPM 4232 - Photo Preparation for Reproduction

Prerequisites: A minimum grade of "C" in TCPM 1131, or ART 1334, or JOUR 3333, or permission of instructor.

TO: GCM 4232 - Photo Preparation for Reproduction

Prerequisites: A minimum grade of "C" in GCM 1131, or ART 1334, or JOUR 3333, or permission of instructor.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change.

FROM: TCPM 4746 - Printing Management Internship II

Designed for students to further their industry experience beyond TCPM 3745. A minimum of 480 hours contact hours with the host site is required. Printing Management Majors ONLY. Prerequisites: TCPM 3745 and 9 to 12 hours from the following: TCPM 5234, TCPM 5314, TCPM 5434, TCPM 5514, TCPM 3333, TCPM 3413, TCPM 4132, TCPM 5334, TCPM 5534, TCPM 4431. 4 other contact hours.

TO: GCM 4746 - Graphic Communications Internship II

Designed for students to further their industry experience beyond GCM 3745. A minimum of 480 hours contact hours with the host site is required. Graphic Communications Management Majors. Prerequisites: A minimum grade of "C" in GCM 3745 and 9 or more hours from the following: GCM 5234, GCM 5314, GCM 5434, GCM 5514, GCM 3333, GCM 3413, GCM 4132, GCM 5334, GCM 5534, GCM 5331. 40 other contact hours.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title change to reflect name. Prerequisite change to be consistent with subject change. Catalog Description change to be consistent with subject. Correct contact hours in Banner.

FROM: TCPM 4899 - Independent Study

1-4 credit hours.

TO: GCM 4899 - Independent Study

1-3 credit hours.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Change in credit hour.

FROM: TCPM 5090 - Selected Topics in Technology

This course is scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. This special topics course is in keeping with established policies for offering a structured course on an infrequent basis. It will allow faculty to offer a course on a trial basis for possible approval at a later date.

TO: GCM 5090 - Selected Topics in Graphic Communications

This course is scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. Credit is variable from 1 to 3 semester hours. This special topics course is in keeping with established policies for offering a structured course on an infrequent basis. It will allow faculty to offer a course on a trial basis for possible approval at a later date. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject changed to reflect name. Catalog description changed to better represent the course.

FROM: TCPM 5234 - Color Reproduction

An exploration of professional color reproduction concepts and procedures related to the graphic communications and information technology industries. Topics include color theory, copy evaluation, color separation methods, color reproduction variables, color separation hardware and software, and color management systems. Graduate students will be required to perform additional laboratory and research activities.

Prerequisite: TCPM 3745 required for all printing management majors only, IT second discipline students and TCPM minors should consult with the assigned printing management advisor.

TO: GCM 5234 - Color Reproduction

An exploration of professional color reproduction concepts and procedures related to the graphic communications and information technology industries. Topics include color theory, copy evaluation, color separation methods, color reproduction variables, color separation hardware and software, and color management systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor. Corequisite: GCM 5314.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject changed to reflect name. Prerequisite and co-requisite changed to be consistent with subject change. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5314 - Color Reproduction Lab

This is a hands on laboratory course. The laboratory activities include the following: test for abnormal color vision, color measurement and evaluation, color standards, color proofing, color scanning, color reproduction methods, color management systems, color reproduction techniques using Photoshop and other software. Graduates students will be given an extra assignment determined by the instructor that undergraduate will not be required to do. Prerequisite: TCPM 3745 required for all printing management majors only, IT second discipline students and TCPM minors should consult with the assigned printing management advisor. Corequisite: TCPM 5234.

TO: GCM 5314 - Color Reproduction Lab

This is a hands on laboratory course. The laboratory activities include the following: test for abnormal color vision, color measurement and evaluation, color standards, color proofing, color scanning, color reproduction methods, color management systems, color reproduction techniques using Photoshop and other software. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor. Corequisite: GCM 5234.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite change to be consistent with subject change. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5331 - Flexography

Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes, and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press. Prerequisite: TCPM 3745.

TO: GCM 5331 - Flexography

Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes, and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisite: A minimum grade of "C" in GCM 3745 required for undergraduates only.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change. Additionally, the

wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5332 - Multimedia Presentations

Multimedia Presentations is the study of digital imaging applications for presentations. The course covers the creation of digital components for multimedia presentations, including sound, graphics, animation, and video technique, and their use in multimedia presentations for video, CD ROM, and the Internet. Graduates students will be given an extra assignment determined by the instructor that undergraduate will not be required to do.

TO: GCM 5332 - Multimedia Presentations

Multimedia Presentations is the study of digital imaging applications for presentations. The course covers the creation of digital components for multimedia presentations, including sound, graphics, animation, and video technique, and their use in multimedia presentations for video, CD ROM, and the Internet. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5334 - Imaging Systems

Imaging Systems is an in depth course of how to effectively use, organize, and link imaging workstations, peripherals, systems, and files for the graphic communications industry. Current trends and issues of the industry are also covered. Graduate students will be required to perform additional laboratory and research activities.

TO: GCM 5334 - Imaging Systems

Imaging Systems is an in-depth course of how to effectively use, organize, and link imaging workstations, peripherals, systems, and files for information imaging. Current trends and issues of the industry are also covered. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisite: GCM 3745 required for all graphic communications management majors only, IT second discipline students and TCPM minors should consult with the assigned graphic communications management advisor.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor

FROM: TCPM 5335 - Printing Management Topics

Course topics focus specifically on managerial decisions as they uniquely apply to the printing industry, such as: facilities planning and production flow, trade customs, contracts, and quality control and testing.

Prerequisites: A minimum grade of "C" in TCPM 5234, TCPM 5314, TCPM 5434, TCPM 5514, TCPM 3333, and TCPM 3413.

TO: GCM 5335 - Graphic Communications Management Topics

Course topics focus specifically on managerial decisions as they uniquely apply to graphic communications, such as: facilities planning and production flow, trade customs, contracts, and quality control and testing.

Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisites: A minimum grade of "C" in GCM 3745.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title change to reflect name. Prerequisite change to be consistent with subject change and to make this course similar to other senior courses. Catalog Description change to be consistent with subject.

FROM: TCPM 5434 - Lithographic Reproduction

Designed to introduce the student to film assembly and presswork. Topics include imposition layouts, film assembly, platemaking, proofing systems, and press operation. Prerequisite: A minimum grade of "C" in TCPM 3745. Corequisite: TCPM 5514.

TO: GCM 5434 - Lithographic Reproduction

Designed to introduce the student to film assembly and presswork. Topics include imposition layouts, film assembly, platemaking, proofing systems, and press operation. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisite: GCM 3745 required for all graphic communications management majors only, IT second discipline students and TCPM minors should consult with the assigned graphic communications management advisor. Corequisite: GCM 5514.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite change to be consistent with subject change. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5514 - Lithographic Reproduction Lab

This course is designed to present the student with various film assembly

presswork techniques. Laboratory activities include: film assembly, platemaking, proofing systems, and press operation. Graduate students will be required to perform additional laboratory and research activities. Prerequisite: A minimum grade of "C" in TCPM 3745. Corequisite: TCPM 5434.

TO: GCM 5514 - Lithographic Reproduction Lab

This course is designed to present the student with various film assembly presswork techniques. Laboratory activities include: film assembly, platemaking, proofing systems, and press operation. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisite: GCM 3745 required for all graphic communications management majors only, IT second discipline students and TCPM minors should consult with the assigned graphic communications management advisor. Corequisite: GCM 5434.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite and co-requisite change to be consistent with subject change. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5534 - Digital Output Applications

Covers the utilization of electronic imaging technologies for output applications for information imaging. Specific topics include internet development and management, and print-on-demand development and management. Graduate students will be required to perform additional laboratory and research activities. Prerequisites: TCPM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned printing management advisor.

TO: GCM 5534 - Digital Output Applications

Covers the utilization of electronic imaging technologies for output applications for information imaging. Specific topics include internet development and management, and print-on-demand development and management. Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisites: A minimum grade of "C" in GCM 3745 required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned graphic communications management advisor.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Prerequisite change to be consistent with subject change. Additionally, the wording in the catalog description was slightly modified for the sake of consistency with other descriptions of courses offered by the program.

FROM: TCPM 5535 - Printing Estimating

Acquaint the student with various types of estimating practices found in the printing industry. The student will learn how to measure cost centers, calculate materials used and conceptualize the production process.

Prerequisites: A minimum grade of "C" in TCPM 5234, TCPM 5314, TCPM 5434, TCPM 5514, TCPM 3333, and TCPM 3413.

TO: GCM 5535 - Estimating for Print Production

Acquaints the student with various types of estimating practices used for print production. The student will learn how to measure cost centers, calculate materials used and conceptualize the production process.

Graduate students will be given an extra assignment determined by the instructor that undergraduates are not required to complete. Prerequisite: A minimum grade of "C" in GCM 3745 required for undergraduates only.

JUSTIFICATION:

Printing Management program has been changed to Graphic Communications Management. Subject change to reflect name. Title change to specify estimating content. Prerequisite change to be consistent with subject change and to make this course similar to other senior courses. Catalog description change to reflect title change and to be consistent with other descriptions of courses offered by the program.

The course revisions listed above will dictate changes in the program pages of a number of Colleges including the following: CHHS, CLASS, COE, CIT, and of course COST. *A Smith/Welford motion to approve these course revisions was passed unanimously.*

New or Revised Programs**B.S.Graph.Com Graphic Communications Management****JUSTIFICATION:**

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

Graphic Communications Management Minor**JUSTIFICATION:**

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

Dr. Shahnam Navaee presented the following agenda item for Engineering.

Engineering Studies**JUSTIFICATION:**

The attached changes in the catalog page describing the courses required for the Engineering Studies Program, a non-degree transfer program for engineering majors, are made to reflect changes made in the curricula of the engineering degree programs at the Georgia Institute of Technology to ensure a smooth transfer of Georgia Southern courses to Georgia Tech.

A Hazeldine/Richards motion to approve these program revisions was passed unanimously.

XV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Sandy Peacock presented the following agenda items for the College of Liberal Arts and Social Sciences. Mr. Eric Nelson presented Writing and Linguistics Items.

New Courses

ANTH/SOCI/INTS 5438 - Social Issues of International Development and Change

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisites: SOCI 1101, or ANTH 1102, or INTS 2130. 3 credit hours.

JUSTIFICATION:

This course meets the need for additional courses with international content in sociology and anthropology. It will be added as an elective in all of the department's undergraduate programs. The course has been taught twice as a selected topics and has made well both times. It clearly addresses the university's strategic goal of transcultural opportunities.

SOCI/ANTH/INTS 5438 - Social Issues of International Development and Change

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisites: SOCI 1101, or ANTH 1102, or INTS 2130. 3 credit hours.

JUSTIFICATION:

This course meets the need for additional courses with international content in sociology and anthropology. It will be added as an elective in all of the department's undergraduate programs. The course has been taught twice as a selected topics and has made well both times. It clearly addresses the university's strategic goal of transcultural opportunities.

INTS/ANTH/SOCI 5438 - Social Issues of International Development and Change

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental

organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisites: SOCI 1101, or ANTH 1102, or INTS 2130. 3 credit hours.

JUSTIFICATION:

This course meets the need for additional courses with international content in sociology and anthropology. It will be added as an elective in all of the department's undergraduate programs. The course has been taught twice as a selected topics and has made well both times. It clearly addresses the university's strategic goal of transcultural opportunities.

COMS 3330 - Health Communication

Applies various communication theories to the health care community. The impact of health communication in different contextual levels, i.e., interpersonal, group, organizational, mass and cultural will be examined. 3 credit hours.

JUSTIFICATION:

A growing body of research points to the importance of communication in the health care community. Numerous communication departments across the United States are offering courses in Health Communication and some schools are offering Master's degrees in the specialty. Numerous employment opportunities are available for students with a background in Health Communication. Two professional communication journals are devoted to Health Communication research, i.e. Journal of Health Communication and Health Communication. Health Communication is recognized as a division in the National Communication Association.

ENGL 1230 - Reading Fiction

The aim of this course, intended for all students at all levels, is to experience the pleasure of reading fiction. Readings for the class may include short stories and novels, works written in English as well as those that have been translated, older as well as recent writing. This course will emphasize the qualities that make fiction meaningful and memorable and enable students to sharpen their powers of observation, analysis, and interpretation. 3 credit hours.

JUSTIFICATION:

The Department of Literature and Philosophy offers one of the few majors (English) on campus with no 1000-level courses. Because our world literature courses (English 2111 and English 2112) have six hours of pre-requisites (English 1101 and English 1102), most students cannot take a literature course until their third term at GSU.

We propose the creation of English 1230, Reading Fiction, without pre-requisites so that any student may take a literature course as an elective at any time. That student might be a new freshman entering the university with a love for literature who finds that he or she cannot take a literature course during the first year. That student might be one who faces the required world literature course with a certain anxiety and wishes to

prepare for it by taking a lower-level course beforehand. Or that student may be one who has completed the world literature requirement, enjoyed the course, and wishes to take another lower-level literature course as a free elective. In all cases, we wish to offer engaging classes where students can develop their appreciation of the power and beauty of literature.

ENGL 1231 - Reading Drama

The aim of this course, intended for all students at all levels, is to experience the pleasure of reading drama. Readings for the class may include one-act plays as well as full-length plays, works written in English as well as those that have been translated, ancient as well as modern drama. This course will emphasize the qualities that make drama meaningful and memorable and enable students to sharpen their powers of observation, analysis, and interpretation. 3 credit hours.

JUSTIFICATION:

The Department of Literature and Philosophy offers one of the few majors (English) on campus with no 1000-level courses. Because our world literature courses (English 2111 and English 2112) have six hours of pre-requisites (English 1101 and English 1102), most students cannot take a literature course until their third term at GSU.

We propose the creation of English 1231, Reading Drama, without pre-requisites so that any student may take a dramatic literature course as an elective at any time. That student might be a new freshman entering the university with a love for literature who finds that he or she cannot take a literature course during the first year. That student might be one who faces the required world literature course with a certain anxiety and wishes to prepare for it by taking a lower-level course beforehand. Or that student may be one who has completed the world literature requirement, enjoyed the course, and wishes to take another lower-level literature course as a free elective. In all cases, we wish to offer engaging classes where students can develop their appreciation of the power and beauty of drama.

ENGL 1232 - Reading Poetry

The aim of this course, intended for all students at all levels, is to experience the pleasure of reading poetry. Readings for the class may include a variety of poetic forms, works written in English as well as those that have been translated, older as well as recent poems. This course will emphasize the qualities that make poetry meaningful and memorable and enable students to sharpen their powers of observation, analysis, and interpretation. 3 credit hours.

JUSTIFICATION:

The Department of Literature and Philosophy offers one of the few majors (English) on campus with no 1000-level courses. Because our world literature courses (English 2111 and English 2112) have six hours of pre-requisites (English 1101 and English 1102), most students cannot take a literature course until their third term at GSU.

We propose the creation of English 1232, Reading Poetry, without pre-

requisites so that any student may take a literature course as an elective at any time. That student might be a new freshman entering the university with a love for literature who finds that he or she cannot take a literature course during the first year. That student might be one who faces the required world literature course with a certain anxiety and wishes to prepare for it by taking a lower-level course beforehand. Or that student may be one who has completed the world literature requirement, enjoyed the course, and wishes to take another lower-level literature course as a free elective. In all cases, we wish to offer engaging classes where students can develop their appreciation of the power and beauty of literature.

WGST 5131- Sex, Violence, and Culture

Uses feminist theories of gender, sexuality, and patriarchal culture to explore the relationship between public and private violence. Placing private violence in a global perspective, this course critiques the gender stakes of economies of domination and exploitation, the war system, and ideologies of family and nation. Prerequisite: WGST 2530. 3 credit hours.

JUSTIFICATION:

This course remedies a deficiency in the Women's and Gender Studies curriculum. It will also be useful to students in disciplines such as sociology, psychology, political science, interdisciplinary studies, and anthropology.

WRIT 2131 - Everyday Creative Writing

Investigates the uses of creative writing in "everyday" forums such as music, advertisements, radio, television, and other forms of popular culture. Students will learn the elements common to all types of creative writing -- word play, figurative expression, sound effects, concrete language, attention to detail -- and apply these elements in their own creative writing exercises and projects. 3 credit hours.

JUSTIFICATION:

The course takes advantage of faculty expertise and fills a void in the department's creative writing Area F offerings. It was offered and was fully enrolled twice as a Selected Topics course. The course introduces students from many different disciplines to the prevalence and variety of creative writing surrounding us.

WRIT 3232 - Document Creation for Technical and Professional Writers

Overviews theories of document creation, including human perception, psychology of color, and principles of design as they relate to needs of professional and technical writers. Students will learn to apply these theories by producing technical documents and projects which incorporate the principles of visual communication and usability. Prerequisite: A minimum grade of "C" in ENGL 1102. 3 credit hours.

JUSTIFICATION:

This course is fundamental for students in technical and professional writing. It takes advantage of faculty expertise and fills a void in the department's upper level technical and professional writing offerings. This

course will provide students with the foundation necessary for their future careers in the field.

WRIT 3233 - Technical and Professional Editing

Encompasses the ideas of editing as a professional writing skill, with a focus on the job of a technical editor. Emphasizes proofreading skills and the manipulation of documents from inception through presentation as finished products. Layout, document design, and contemporary production processes are also emphasized. Prerequisite: A minimum grade of "C" in ENGL 1101. 3 credit hours.

JUSTIFICATION:

This course is a needed addition to a department that values writing because it allows students, whatever their interests may be, to study the manipulation of text from the perspective of a workplace context, with a particular focus on writing as it relates to document production and the publishing industry. Technical communication students will benefit from a course that emphasizes both the profession of editing from a technical communication perspective and the mechanics of writing. Such a course is a standard offering in a technical communication program.

WRIT 3234 - Research Methods for Technical and Professional Writers

Introduction to quantitative and qualitative research designs in professional and technical communication. Intensive study of planning and research designs including primary (surveys, interviews, experiments, questionnaires, field research, etc.) and secondary research tools (i.e., Internet, print sources, bibliographies). Prerequisite: A minimum grade of "C" in ENGL 1102. 3 credit hours.

JUSTIFICATION:

This course allows students opportunities to use different modes of achieving and constructing knowledge that leads to a greater understanding of workplace culture, environment, and discourse communities in the form of research. Having students create their own research projects gives them a chance to study the culture of workplace environments with a keen focus on technical writing and professional communication.

WRIT 3531 - Frameworks in Writing Studies

Explores the areas of literacy, composition, rhetoric, and cultural studies as they pertain to writing studies and provides an overview of the ways in which culture shapes and is shaped by writing. Prerequisite: A minimum grade of "C" in ENGL 1102. 3 credit hours.

JUSTIFICATION:

This course will replace Composition Studies as the Writing and Culture contribution to the common body of knowledge courses required for a BA in Writing and Linguistics. This course offers a crucial overview of our area, necessary for prospective Writing and Culture students.

WRIT 4430 - Poetry Writing

A creative writing workshop in which students review and practice the

fundamentals of poetry writing, such as use of imagery, figurative language, and sound effects; and also learn and practice more complex aspects of poetry writing, such as writing in specific forms and genres. Students read and discuss poetry by established poets, evaluate the work of their peers, and produce a portfolio of instructor-assigned and self-generated poems. Prerequisites: A minimum grade of "C" in WRIT 3130 and WRIT 2131 or permission of instructor. 3 credit hours.

JUSTIFICATION:

This course fills a void in the department's creative writing concentration by providing an intermediate course that provides more depth, breadth, and practice writing poems than does the multi-genre course in Creative Writing (WRIT 3130), but does not expect the skill level and knowledge of Advanced Poetry Writing (WRIT 5430/5430G).

WRIT 4530 - Fiction Writing

A creative writing workshop in which students review and practice the fundamentals of fiction writing, such as the importance of beginnings, scene building, narrative drive, stance, character development, endings; and also learn and practice more complex aspects of literary fiction strategies in specific genres (the traditional short story, magical realism, flash fiction, novellas). Students read and discuss fiction by established writers, evaluate their work and the work of their peers, and produce a portfolio.

Prerequisites: A minimum grade of "C" in WRIT 3130 and WRIT 2131 or permission of instructor. 3 credit hours.

JUSTIFICATION:

This course fills a void in the department's creative writing concentration by providing an intermediate course that provides more depth, breadth, and practice writing fiction than does the multi-genre course in Creative Writing (WRIT 3130), but does not expect the skill level and knowledge of Advanced Fiction Writing (WRIT 5430/5430G).

WRIT 4550 - Literacy Studies

Examines current and past theories of literacy; the ways literacy is shared and used by individuals, families, and cultures; and the political, social, and personal implications of literacy. Prerequisite: A minimum grade of "C" in WRIT 3531. 3 credit hours.

JUSTIFICATION:

Because literacy studies are crucial to understanding the field of writing and culture and have a long history in the field, this course will be one of four courses central to the Writing and Culture area concentration within Writing and Linguistics.

WRIT 4570 - Rhetoric in Writing

Survey the rhetorical tradition as it applies to writing, examines the role of rhetorical studies in the field of writing, and explores how rhetoric informs the writing classroom. Prerequisite: A minimum grade of "C" in WRIT 3531. 3 credit hours.

JUSTIFICATION:

Rhetoric is fundamental to the scholarship and teaching in writing studies;

therefore, this course will function as one of four courses central to the Writing and Culture area concentration within Writing and Linguistics.

WRIT 4580 - Cultural Studies in Writing

Traces the contributions that cultural studies makes to writing studies and investigates the fundamental elements of cultural analysis, including studies in the political and economic aspects of writing. Prerequisite: A minimum grade of "C" in WRIT 3531. 3 credit hours.

JUSTIFICATION:

Cultural studies has been a critical component of writing studies since the early 1980s, informing scholarly as well as pedagogical work in Writing Studies. This course will function as one of four courses central to the Writing and Culture area concentration within Writing and Linguistics.

WRIT 5531 - Advanced Creative NonFiction

A creative writing workshop which focuses primarily on the students' own creative nonfiction. The course deepens and expands the writing skills and knowledge developed in the prerequisite course in Creative Nonfiction, WRIT 4130, and allows students to specialize in a specific genre, such as the memoir, the personal essay, travel writing, etc. Students read and discuss creative nonfiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Prerequisite: A minimum grade of "C" in WRIT 4130 or permission of instructor. 3 credit hours.

JUSTIFICATION:

This course takes advantage of faculty expertise and fills a void in the department's upper-level offerings for the B.A. with Creative Writing concentration.

A Welford/Marwitz motion to approve these new courses was passed unanimously.

Course Revisions**FROM: BRCT 3331 - Audio Production**

Prerequisites: A minimum grade of "C" in COMM 2332 and BRCT 3335.

TO: BRCT 3331 - Audio Production

Prerequisites: A minimum grade of "C" in COMM 2332

JUSTIFICATION:

The BRCT area faculty have found that it is unreasonable -- given the constraints of departmental scheduling and available faculty -- to require all BRCT majors to have completed BRCT 3335 before being admitted to Audio I.

FROM: BRCT 3332 - Video Production

Prerequisites: A minimum grade of "C" in COMM 2332 and BRCT 3335.

TO: BRCT 3332 - Video Production

Prerequisites: A minimum grade of "C" in COMM 2332

JUSTIFICATION:

The BRCT area faculty have found that it is unreasonable -- given the constraints of departmental scheduling and available faculty -- to require all BRCT majors to have completed BRCT 3335 before being admitted to

Video I.

FROM: COMS/LING 4333 - General Semantics

Studies the relationship between symbols and meaning in the tradition established by Alfred Korzybski. Focuses on signs and symbols and their implications on 60th nonverbal and oral communication.

TO: COMS 4333 - General Semantics

Studies the relationship between symbols and meaning in the tradition established by Alfred Korzybski. Focuses on signs and symbols and their implications on nonverbal and oral communication.

JUSTIFICATION:

Typographical error in description. Course should not be cross-listed with LING.

FROM: ENGL/FILM 2422 - Movies: The Language of Film

A study of the ways that films communicate meaning. Explores the correspondences between the literary and scenic dimensions of prose fiction and film with respect to such concerns as point of view, character revelation and development, plot, and meaning. 2 credit hours.

TO: ENGL/FILM 2432 - The Language of Film

A study of the semantics of cinema and the evolution of the film language. The course will examine technical, literary, and cultural means and aspects of communicating meaning in film. 3 credit hours.

JUSTIFICATION:

The course needs to carry a 3-hour credit like all others in the Film Minor Program, especially since it is meant to be an alternate or alternative to the basic program prerequisite, FILM 2331 (Intro. to Film). The focus on semantics of cinema will make it sufficiently discrete from FILM 2331, primarily a survey of film history, and FILM 3333 (Art of Film), a review of the aesthetics of cinema and a celebration of film as art.

FROM: ENGL 3121 - British Literature I

A study of British literature and literary history from the Old English Period through the early eighteenth century, Focusing on literary types, themes, and responses to historical, political, and cultural circumstances. Prerequisite: ENGL 1102.

TO: ENGL 3121 - British Literature I

A study of British literature and literary history from the Old English Period through the pre-Romantics, Focusing on literary types, themes, and historical, political, and cultural contexts. Prerequisite: ENGL 2131 or permission of instructor.

JUSTIFICATION:

We are adding the ENGL 2131 prerequisite to all 3000 and above undergraduate courses. ENGL 3121 has been changed so that all periods are covered in the two course sequence.

FROM: ENGL XXXX – Multiple course numbers

Prerequisites: ENGL 2111 or ENGL 2112.

TO: ENGL XXXX – Multiple course numbers

Prerequisites: ENGL 2111 or ENGL 2112. ENGL 2131 must be taken prior to or concurrent with all upper division courses. Permission of instructor required for all Non-English majors.

JUSTIFICATION:

Department passed this prerequisite change so that all majors will possess the skills that ENGL 2131 provides before taking upper division courses. Permission of the instructor needed for students that are not majors.

FROM: FILM/ENGL 2422 - Movies: The Language of Film

A study of the ways that films communicate meaning. Explores the correspondences between the literary and scenic dimensions of prose fiction and film with respect to such concerns as point of view, character revelation and development, plot, and meaning. 2 credit hours.

TO: FILM/ENGL 2432 - The Language of Film

A study of the semantics of cinema and the evolution of the film language. The course will examine technical, literary, and cultural means and aspects of communicating meaning in film. 3 credit hours.

JUSTIFICATION:

The course needs to carry a 3-hour credit like all others in the Film Minor Program, especially since it is meant to be an alternate or alternative to the basic program prerequisite, FILM 2331 (Intro. to Film). The focus on semantics of cinema will make it sufficiently discrete from FILM 2331, primarily a survey of film history, and FILM 3333 (Art of Film), a review of the aesthetics of cinema and a celebration of film as art.

FROM: IRSH 3430 - Ireland in Film

TO: IRSH/FILM 3430 - Ireland in Film

JUSTIFICATION:

All we request is that the current course be crosslisted with FILM so it can be included as another elective for a Film Minor Program. It is already part of an interdisciplinary Irish Studies Minor and with its focus on film, it should have been crosslisted with FILM when originally proposed. The crosslisting has been cleared and approved with the Film Minor Committee (Reed Smith, Bryan Dawson, and John Humma) and enthusiastically endorsed by Howard Keeley, Director of Irish Studies Program and Irish Minor. I hope this is sufficient as this change doesn't qualify as new course or program change -- we are just revising the currently offered course.

FROM: FILM 3430 - Ireland in Film

TO: FILM/IRSH 3430 - Ireland in Film

JUSTIFICATION:

Needs to be cross-listed with IRSH 3430.

FROM: MUSA 2101 - Recital

Prerequisite: None.

TO: MUSA 2101 - Recital

Prerequisites: A minimum grade of "C" in MUSC 2334, MUSC 2514, and either MUSC 2512 or MUSC 1422.

JUSTIFICATION:

So students do not disregard the policies established by the Department of Music. Department of Music Handbook - recital policies states - that students must have successfully completed MUSC 2334/2514 and either MUSC 2512 or MUSC 1422 (and appropriate proficiency exams) before presenting a graduation, junior or senior recital.

FROM: MUSA 3101 - Junior Recital

Prerequisite: None.

TO: MUSA 3101 - Junior Recital

Prerequisites: A minimum grade of "C" in MUSC 2334, MUSC 2514, and either MUSC 2512 or MUSC 1422.

JUSTIFICATION:

So students do not disregard the policies established by the Department of Music. Department of Music Handbook - recital policies states - that students must have successfully completed MUSC 2334/2514 and either MUSC 2512 or MUSC 1422 (and appropriate proficiency exams) before presenting a graduation, junior or senior recital.

FROM: MUSA 4111 - Senior Recital

Prerequisite: None.

TO: MUSA 4111 - Senior Recital

Prerequisites: A minimum grade of "C" in MUSC 2334, MUSC 2514, and either MUSC 2512 or MUSC 1422.

JUSTIFICATION:

So students do not disregard the policies established by the Department of Music. Department of Music Handbook - recital policies states - that students must have successfully completed MUSC 2334/2514 and either MUSC 2512 or MUSC 1422 (and appropriate proficiency exams) before presenting a graduation, junior or senior recital.

FROM: MUSA XXXX - Multiple course numbers

Course Fee: None.

TO: MUSA XXXX - Multiple course numbers

Course Fee: \$175.00

JUSTIFICATION:

Every student taking private instruction in the multitude of instruments within the department uses an accompanist. The department needs to be able to control the quality of accompanists the students are able to use. Students are currently paying varying amounts privately to various individuals to accompany them. Instituting a common fee of \$175 ensures ALL students have access to quality accompanying services required for successful completion of the degree, allows them to use student scholarship and financial aid to pay for this service and allows the department to establish and require common standards. Another common need of all students taking private instruction is the need for access to practice rooms.

A portion of this fee may be used to provide upgrades to practice room facilities. A study of USG institutions revealed that many already charge such a course fee ranging from \$80 - 400 per semester for similar purposes.

FROM: MUSC 1333 - Music Theory Non-Major

Prerequisite: MUSC 1100.

TO: MUSC 1333 - Music Fundamentals I

Prerequisite: MUSC 1100 or permission of instructor.

JUSTIFICATION:

This course change aligns with changes being proposed for revisions of the music minor. The title is more common to the title of other courses with similar content at other USG institutions.

FROM: MUSC 3333 - Advanced Music Theory Non-Major

TO: MUSC 1334 - Music Fundamentals II

JUSTIFICATION:

This course change aligns with changes being proposed for revisions of the music minor. The title is more common to the title of other courses with similar content at other USG institutions. The new course number is more appropriate to the level of content covered.

FROM: PSYC 5530 - History and Systems

Prerequisite: At least 12 hours of psychology courses.

TO: PSYC 5530 - History and Systems

Prerequisite: PSYC 3141 and at least 17 hours of psychology courses.

JUSTIFICATION:

This change will align the pre-requisites for this course with those for the alternative capstone course for the BA in Psychology.

FROM: WGST/SPAN 5235 - Contemporary Hispanic Women Writers

A study of post-WWII literary works by Hispanic women of both Spain and Spanish America. Issues affecting the changing role of women in Hispanic society will be examined as well as each author's personal style and point of view.

TO: WGST/SPAN 5235 - Modern Spanish American Women Writers

A study of post-WWII literary works by women of Spanish America. Issues affecting the changing role of women in Spanish American society will be examined as well as each author's personal style and point of view.

JUSTIFICATION:

WGST 5235 is cross-listed with SPAN 5235; Foreign Languages is the home department and WGST is submitting title and description changes to match changes made in this course by home department.

FROM: WRIT 3530 - Composition Studies

Traces the development of Composition Studies as an area of scholarly inquiry through a study of the field's origins, significant figures, and publications. Students will become familiar with many key terms, theories, issues and controversies in the field and explore the ways in which

knowledge and identity are both shaped and mediated by writing.

TO: WRIT 4560 - Composition Studies

Traces the field's origins, significant figures, and publications. Students study key terms, theories, and controversies as well as explore how knowledge and identity are both mediated by writing.

JUSTIFICATION:

Because Composition is only one of four key subfields in Writing Studies, we needed to change our common body of knowledge course to Frameworks in Writing Studies in order to adequately represent the multiple areas of the field. Composition Studies remains one of the main components of the area, but not the core course. For this reason, we changed the course number and streamlined the description.

FROM: WRIT 5430 - Poetry Writing

A workshop course which focuses primarily on the students' own poems. The course emphasizes traditional and contemporary use of metrics and forms. Students learn metrical and formal conventions and how to write poems in both formal and free verse.

TO: WRIT 5430 - Advanced Poetry Writing

A creative writing workshop which focuses primarily on the students' own poems. The course deepens and expands the poetry writing skills and knowledge developed in lower level creative writing workshops. Students will read and discuss poetry by established writers, evaluate their work and the work of their peers, and produce a portfolio.

JUSTIFICATION:

The new title and description emphasizes the capstone nature and expectations of the class and distinguish it from a less intensive course at the 4000 level.

FROM: WRIT 5540 - Fiction Writing

A workshop course which focuses primarily on the students' own fiction. The course emphasizes traditional, contemporary, and experimental approaches to plot, characterization, point-of-view, and other elements of form and content. Students formally evaluate the work of their peers and of established writers.

TO: WRIT 5540 - Advanced Fiction Writing

A creative writing workshop which focuses primarily on the students' own fiction. The course deepens and expands the fiction writing skills and knowledge developed in lower level creative writing workshops. Students will read and discuss fiction by established writers, evaluate their work and the work of their peers, and produce a portfolio.

JUSTIFICATION:

The new title and description emphasizes the capstone nature and expectations of the class and distinguish it from a less intensive course at the 4000 level.

A Rogers/Hazeldine motion to approve these course revisions was passed unanimously.

Course Deletion**COMS 4335 - Linguistic Analysis****JUSTIFICATION:**

This class has not been taught in the COMS area for numerous years and should be dropped from the catalog. **Please note that this class should not be dropped as a LING course.

A Rogers/Hazeldine motion to approve this course deletion was passed unanimously.

New or Revised Programs**B.A. in Communication Arts****JUSTIFICATION:**

The COMS 4335 Linguistic Analysis course appears in the B.A. program. Linguistics courses are now handled through the Department of Writing and Linguistics, rather than Communication Arts. Thus the COMS 4335 section of Linguistic Analysis, which has been deleted, should also be deleted from the selection of Theory courses listed under the major requirements of the B.A. in Communication Arts. This change does not affect required hours, etc.

Humanities Minor**JUSTIFICATION:**

An interdisciplinary minor in Humanities would serve students who wished to broaden their experience across several humanistic disciplines after completing the survey courses Humanities I and Humanities II. Students would be able to choose among a wide variety of classes in several disciplines. If they wished, students could focus courses in this interdisciplinary minor program on a particular idea (such as Classicism) or a broad historical era, such as antiquity, the Middle Ages, the modern period, etc.

Because the program would use existing courses, no additional faculty resources would be required to initiate or maintain it. Upper-division classes in various departments throughout the College would gain some enrollment; however, the impact on any one department or on any one course would be small since every student's particular choice of courses would likely be quite different.

The initial impetus for establishing this new interdisciplinary minor came from several students enrolled in Humanities I and II, who expressed an interest in continuing to explore the broad field of the humanities on a more advanced level.

Humanities Concentration**JUSTIFICATION:**

An interdisciplinary concentration in Humanities would serve students who wished to broaden their experience across several humanistic disciplines after completing the survey courses Humanities I and Humanities II. Students would be able to choose among a wide variety of classes in several disciplines. If they wished, students could focus courses in this

interdisciplinary concentration on a particular idea (such as Classicism) or a broad historical era, such as antiquity, the Middle Ages, the modern period, etc.

Because this concentration would use existing courses, no additional faculty resources would be required to initiate or maintain it. Upper-division classes in various departments throughout the College would gain some enrollment; however, the impact on any one department or on any one course would be small since every student's particular choice of courses would likely be quite different.

The initial impetus for establishing this new interdisciplinary concentration came from several students enrolled in Humanities I and II, who expressed an interest in continuing to explore the broad field of the humanities on a more advanced level.

B.A. English**JUSTIFICATION:**

Add notation about ENGL 2131 prerequisite.

English Minor**JUSTIFICATION:**

Department passed this prerequisite change so that all majors will possess the skills that ENGL 2131 provides before taking upper division courses.

Film Studies Minor**JUSTIFICATION:**

In light of the creation of the Film Studies Minor, the course currently designated IRSH 3430 ("Ireland in Film") needs to be re-designated as IRSH/FILM 3430.

Irish Studies Minor**JUSTIFICATION:**

In light of the creation of the Film Studies Minor, the course currently designated IRSH 3430 ("Ireland in Film") needs to be re-designated as IRSH/FILM 3430.

FROM: Music Minor**TO: Music Minor - Applied , Music Minor - History and Literature, Music Minor - Music Technology****JUSTIFICATION:**

The music minor offered by the Department of Music has been without much specificity. A study of other USG institutions and peers revealed much more specificity in the minors at these institutions. After discussion among the department and investigation of minors at other institutions, three specific minors have been approved. The Music Minor – Applied is constructed to provide courses for students who wish to choose a minor that focuses on developing their skills on an instrument of choice. This minor is much closer to those minors offered by our sister institutions.

The music minor offered by the Department of Music has been without much specificity. A study of other USG institutions and peers revealed

much more specificity in the minors at these institutions. After discussion among the department and investigation of minors at other institutions, three specific minors have been approved. The Music History and Literature Minor is constructed to provide courses for students who wish to choose a minor that focuses on the study of music history and literature and not focus on the performance of music. This minor is much closer to those minors offered by our sister institutions.

The music minor offered by the Department of Music has been without much specificity. A study of other USG institutions and peers revealed much more specificity in the minors at these institutions. After discussion among the department and investigation of minors at other institutions, three specific minors have been approved. The Music Minor – Music Technology is constructed to provide courses for students who wish to choose a minor that focuses on developing their skills in music technology. This minor is much closer to those minors offered by our sister institutions.

B.A. Psychology*JUSTIFICATION:*

Course additions/deletions.

B.S. Psychology*JUSTIFICATION:*

Course additions/deletions.

Women's and Gender Studies Concentration*JUSTIFICATION:*

We've added a new course, WGST 5131 Sex, Violence, and Culture (3)

Women's and Gender Studies Minor*JUSTIFICATION:*

We've added a new course, WGST 5131 Sex, Violence, and Culture (3)

B.A. Writing and Linguistics Concentration in Creative Writing*JUSTIFICATION:*

The revised curriculum fills gaps that exist in the current upper level requirements for the Concentration by offering additional courses in the three focus genres – poetry, fiction, and creative nonfiction. The new courses provide a coherent, logical, and sequential configuration of courses and prerequisites. In addition, the changes in Area F clarify the requirements of the Area and provide students in the Concentration with more departmental courses that are “appropriate to the Major.” The revision also reflects the change in the name of one “common body of knowledge” course: WRIT 3531 Frameworks in Writing Studies.

B.A. Writing and Linguistics Concentration in Professional and Technical Writing*JUSTIFICATION:*

The revised curriculum fills gaps that exist in the current upper level requirements for the Concentration by adding courses that are necessary to the discipline. The restructured “upper division requirements” clarifies the focus and sequencing of those courses. In addition, the changes in Area F clarify the requirements of the Area and provide students in the Concentration with more departmental courses that are “appropriate to the Major.” The revision also reflects the change in the name of one “common body of knowledge” course: WRIT 3531 Frameworks in Writing Studies.

B.A. Writing and Linguistics Concentration in Writing Theory and Practice***JUSTIFICATION:***

The proposal to change the Concentration name to Writing and Culture arises from the clarified focus and goals of the Concentration. The proposed name – Writing and Culture – describes a conceptual synthesis of faculty expertise and interests in the area. It uses the term “culture” only insofar as it relates to writing, writing systems and practices, and histories of writing that reflect current theoretical perspectives within the field of composition and rhetoric.

The revised curriculum fills gaps that exist in the current upper level requirements for the Concentration by adding courses that are necessary to the discipline. In addition, the changes in Area F clarify the requirements of the Area and provide students in the Concentration with more departmental courses that are “appropriate to the Major.” The revision also reflects the change in the name of one “common body of knowledge” course: WRIT 3531 Frameworks in Writing Studies.

B.A. Writing and Linguistics Concentration in Linguistics***JUSTIFICATION:***

The changes in Area F clarify the requirements of the Area and provide students in the Concentration with more departmental courses that are “appropriate to the Major.” The revision also reflects the change in the name of one “common body of knowledge” course: WRIT 3531 Frameworks in Writing Studies.

B.S. Communication Arts Concentration in Journalism***JUSTIFICATION:***

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

B.S. Communication Arts Concentration in Public Relations***JUSTIFICATION:***

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

B.A. Writing and Linguistics Concentration in Creative Writing***JUSTIFICATION:***

The changes made to these courses correspond with the program name change granted by the Board of Regents, April 19, 2005, from Printing Management to Graphic Communications Management.

A Smith/Kung motion to approve these program revisions was passed unanimously.

XVI. OTHER BUSINESS

- UGC voted NOT to have the responsibility to keep up with course fees.
- Dr. Virginia Richards is concerned that Enrollment Management Council does not feel the need for further approval once they approve admissions standards. Dr. Donna Saye will talk with Dr. Teresa Thompson.
- *A Fisher/Welford motion to cut off UGC agenda deadlines and adhere to them was passed unanimously.*

XVII. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 4:26 p.m.

Respectfully Submitted,



Caroline D. James, Recording Secretary

SENATE-APPROVED EVALUATIONS AD-HOC COMMITTEE

Chair: Mary Hazeldine

Minutes, January 30, 2006

Present: Mary Hazeldine, Chair; Robert Cook, Leslie Furr; Bryan Griffin; Doug Johnson; Broderick Oluyede; Abby Lynes, student working with Doug Johnson

Current State of Evaluations Processes

Committee members reported on the evaluation processes in their colleges. The instructions varied from none given to a variety of other instructions for administering face-to-face evaluations. Also students, secretaries, other faculty, graduate assistants, and work study students are called upon in colleges to administer the evaluations.

One college's faculty reported low on-line evaluation response rates as well as the problem with students talking and "acting up" during the evaluation time.

The discussion revolved around (1) the evaluation form not assessing course policies (having a syllabus, grading policies, giving a final exam, etc.); (2) the evaluation form being more generic than multi-dimensional; (3) untimely release of results to faculty; and (4) perhaps having a higher participation goal for students using WebCT Vista to complete evaluations.

Reliability/Validity Study

Doug Johnson and Abby Lynes plan to conduct focus groups in February.

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETINGS

Chair : Linda Bleicken, Provost

The Academic Advisory Council met on November 15, 2005 at 9:00 a.m. in room 1100J in the College of Education.

1. Registrar's update

1.1. **Enrollment:** up in all categories with the exception of post-bac.

1.2. **Registration opportunities for Spring 2006.**

1.3. **CAPP (Curriculum, Advising, and Program Planning) Training.** Participation in the October and November sessions has been low (estimated numbers: 12 in 3 sessions in October and perhaps 15 in November). Dean Hudak requested a list of the CLASS participants. Provost Bleicken stressed the importance of letting faculty know about the program. Details of the program will be posted on the web site.

1.4. **December commencement.** Short discussion of preparation for commencement (stage parking, robing location, call for volunteers, etc.).

1.5. **Important dates**

2. **Admissions update by Susan Davies.** Number of students invited to Scholars Showcase: 82 (not a final number). Some AAC members expressed some reservations concerning the Office of Admissions' intention to make training for the Scholarship Committee (3 members from each college) mandatory. Provost Bleicken suggested that a luncheon would provide a good welcome/recognition opportunity and training packets would be distributed at this event. Concerning GSU's overall recruitment endeavors, Dean Chance noted that there is a perception at the local level (Candler, Bulloch) that the university is devoting less time and effort than it used to. Susan Davies mentioned that in fact GSU does more at the local level than at the state level. Dean Chance stressed the urgency of addressing this negative perception. Amy Easton suggested sending FYI e-mails to superintendents to inform them of on-going recruiting activities.

3. Admissions. Lisa Spence presented updates on

- the faculty information system (data-based management system which will be used for such things as annual reports, promotion documents, etc.): currently waiting for information from TK20.
- student evaluations (information was distributed to the SEC): possibility to automate current system and to go completely on line; with Banner, completion of the evaluation can be made a prerequisite to viewing the grades (thus ensuring student participation and that the right person is filling out the evaluation [low student participation is generally considered to be the biggest stumbling block for on-line evaluation]); mention was made of interim possibilities (scantron), component processing, anonymizing, and using simultaneously on-line/paper tools.
- student tech fees: date pushed back, working with Physical Plant; no funding for new classrooms but funding for maintenance and safety; installation before end of Christmas break.
- security standards and guidelines (work stations, passwords, servers): updated (requirement for keeping servers, mail servers no longer allowed (service provided by IT), on-line reporting on server activity; standards outlines will be sent to the Deans.

Provost Bleicken announced that a memo will be sent to remind faculty members that classes must be held until the Tuesday before Thanksgiving. This memo is in response to a report that some faculty members intended to cancel classes on the Thursday and Friday before Thanksgiving.

The Academic Advisory Council also met on January 17, 2006 at 9:00 a.m. in room 1100J in the

College of Education.

The general topic of the meeting was Recruitment and Retention.

Provost Bleicken noted the necessity of improving the SOAR experience in order to make it more efficient (problems noted: long lines, some advisors had little to do, etc.). Interaction should be improved.

Projections. Jayne Perkins Brown discussed [projection processes](#) and projected numbers (16,658-17,232) for Fall 2006. Process starts in January and involves GSU historical data + Board of Regents data. New unidentified factors: increase in application fee from \$20 to \$50 and increase in SAT scores (impact entry students). President reviews and approves the range identified by the Office of Strategic Research and Analysis. Difficult/impossible to be precise. Range by classification of students: not yet available. Recommendations: send all of the reports to the Deans and Associate Deans; space out the reports (critical times only [e.g., after pre-registration dates, after SOAR registration dates] instead of every week).

Jim Bradford wondered about the significance of the "pink" retention rates on p. 4 of the handout distributed by Jayne Perkins. Cause for concern because they are slightly inferior to the previous Fall (approx. 78%). Linda Bleicken stressed that this problem was system-wide. Dean Chance remarked that the figures include about 100 AMI students who are currently in their last class and won't be returning or replaced in the Fall. Dean Ronald Shiffler requested that enrollment reports be distributed once a week.

Susan Braxton Davies presented the Application Report. Fred Whitt expressed concern regarding the fact that the total enrollment projection is much higher than was projected in the strategic planning a few years ago (about 16,000) and wondered if the faculty was made aware of this situation. Charles Hardy said that there had never been any consensus on what a maximum number would be and that the Strategic Planning Committee rejected the notion of capping at 15,000. Susan noted that the projected freshman class for Fall 2006 is slightly lower than the last one. Provost Bleicken stressed the unexpected character of the increase. Dean Hardy noted that the data indicates that graduate projections fall short of goals and urge a discussion of graduate enrollment enhancement, which is different from undergraduate enrollment. Jane Hudak wondered what the recruitment strategies were for transfer students, such as transfers from East Georgia. Susan noted that as GSU is denying more local students, more students are enrolling at the East Georgia center in Statesboro with the hope of becoming GSU students. Linda Bleicken pointed out that this is a legitimate way to enter GSU but that we cannot project East Georgia enrollment and it is therefore difficult to know how it will impact GSU enrollment. We are currently looking at the EG retention rates.

Then Linda Spence and Anny Morrobel-Sosa shifted the discussion on how to handle reports, identifying important areas in data, what is important for Admissions, the Registrar, Associate Deans, etc. Data can then be used to establish goals/objectives. Jayne Perkins Brown pointed out that the Enrollment Development Model page distributed at the meeting represents such an effort and might be used as a starting place. Lisa Spence suggested adding an expectation element to the report which might help identify problem areas, progress towards goals, etc. Dean Morrobel-Sosa mentioned that she would like to add to the report the number of GSU students who are intending to go to Georgia Tech (significant part of our higher SAT students). Linda Bleicken asked what the red flashing numbers would be for this year? Susan mentioned that her focus is mainly on the freshman numbers (e.g., applications down since about Christmas) in order to better target recruitment efforts to specific areas. Jim Bradford concurred with the points raised by Lisa Spence and Anny Morrobel-Sosa. Linda Bleicken pointed out that the Registrar's Seats Used Report provides the kind of information Lisa Spence is looking for (negative numbers=problem areas). Michael Deal suggested the report might be automated and produced more frequently. Lisa said that she had submitted a project request for it and that she would increase its priority. There followed a discussion of areas concerned by the Seat Report (interpretation of results and need for temporary faculty [Dean Whitt], distribution of enrollment and advising in each major area [Nancy Shumaker], scheduling of classes and course availability/rotation [Dean Morrobel-Sosa, Dean Chance]. Jayne Perkins Brown suggested that the Registrar, Admissions, and her own office could work on the various reports to be produced (including Majors by Class, Retention by College). Dean Morrobel-Sosa volunteered. The meeting concluded with a discussion of what would be the best way to proceed in order to identify a process to work with the reports, areas of importance, significance of data for goals/objectives, etc. Provost

Bleicken asked the group to come back with a plan for the next meeting.

During the above discussion (previous paragraph) two items were mentioned. First, looking at the Freshmen Accepts w/Greater than 1150 SAT report, Dean Whitt suggested taking a close look at the retention level of students with high SAT scores and relatively low High School GPA. Dean Chance asked about who is responsible for graduate recruitment. Efforts are underway to hire a graduate recruiter.

Both AAC reports submitted by Jean-Paul Carton, Senate Librarian.

Registration Opportunities for Spring 2006

- Now through Saturday, December 10th at 11 p.m.
- Wednesday, December 14th at 3:00 a.m., WINGS reopens for all continuing students
- Thursday, January 5th at 11:00 p.m., WINGS closes for all undergraduates. WINGS will continue to be open for graduate student registration with no closing until Thursday, January 12th at 11:00 p.m.
- Saturday, January 7th at 1:00 p.m., WINGS reopens for new students attending SOAR and will remain open through Thursday, January 12th at 11:00 p.m.
- Sunday, January 8th at 3:00 a.m., WINGS reopens for all undergraduate students and will remain open for drop/add through Thursday, January 12th at 11:00 p.m.

①

Georgia Southern University
Admissions, Registrar, Strategic Research and Analysis
Academic Advisory Council meeting
January 12, 2006
Enrollment Management considerations

Projection Processes

- Projection Range for overall enrollment for “next” fall is updated by January each year and available through Vice President-SAEM and Provost-Acd Affrs. The range provides an overall projection of student headcount for the University.
 - Provides range through
 - forecast model
 - rate of growth model
 - Made available after President reviews and approves
 - In use since January 2002
- Enrollment Development Model for overall enrollment for “next” fall is updated after Projection Range is approved. The Enrollment Development Model provides insight to the various components of an overall projection that meets the enrollment range. If any component projection is not met, it provides path to see the impact on the overall projection.
 - Incorporates components that comprise overall enrollment
 - Primary goals:
 - New Freshmen/Transfers,
 - Retention of: Freshmen, Sophomores, Juniors, Seniors (4th year and 5th year)
 - Graduate Students
 - Undergraduate readmitted outside of cohorts above (spring or summer cohort students)
 - Continuing Education Students (academic credit)
 - Secondary goals using USG categories:
 - Post-Secondary option/Joint-Enrolled
 - Transient
 - Undergraduates (includes East Ga-Statesboro)
 - Graduate (outside of Cont Ed projection)
 - Post-Baccalareate
 - Transfers East Georgia

Fall 2006 Projections as of 1/13/06

- Overall Enrollment 16,658 – 17,232
- First time Freshmen + Freshmen Transfers
 - 3,000 - 3,250
 - First time Freshmen 2,500 – 2,700
 - NOTE: increased SAT 1,000 (from 980) and ACT 21 (from 20)
 - Application fee increase from \$20 to \$50
 - PLUS
 - Eagle Incentive Program (EIP)
 - 325 - 350 in summer
 - 300 - 325 in fall
 - PLUS
 - Freshmen Transfers
 - 200 – 225
- Upperclassmen Transfers
 - 710 – 740
- New Graduate Students – To be projected

(2)

Georgia Southern University
Admissions, Registrar, Strategic Research and Analysis
Academic Advisory Council meeting
January 12, 2006

Report Processes (selected reports)

- Accepted Student Report (typically provided 1st of each month to Associate Deans)
 - Versions:
 - for each individual college by majors
 - freshmen
 - high-ability freshmen
 - transfers
 - summary report (3 – 4 weeks prior to orientation)
 - undeclared students (currently provided upon request)
- Application Report (provided periodically based on key dates)
 - Provides demographics and applicant/admit status
- Advisors' Report (provided prior to each orientation session)
 - For each individual college by majors, shows students registered for SOAR
 - Provided by Academic Advisement Center
- Enrollment Report (typically provided to Deans/Associate Deans after key preregistration dates, after SOAR sessions, at Academic Advisory Council meetings)
 - Includes range of actual to projected, including classifications
- Seats Report (typically provided to Deans/Associate Deans after key preregistration dates, after SOAR sessions)
 - Versions:
 - All classes
 - Critical core classes
 - Seats Used for critical core classes
 - incorporates historical data compared to current (only provided 2-3 times); denotes new students and continuing students
 - Sorted by colleges, then course subject and course #
 - Some colleges have worked w/ IT Services to customize a report for their internal use in decision-making
- Midterm Grades for Freshmen, faculty/Registrar
 - Collected each term
 - Available electronically for students
 - U grades Reports provided to advisors
 - U grades e-notice to students
 - Information on advisement assistance, workshops
- Academic Standing letter for All students, Registrar
- Not-preregistered e-notice for All students, academic colleges
- Dean's List certificate, academic colleges
- President's List certificate, Registrar

IMPORTANT DATES FOR FALL 2005 and SPRING 2006

November 16	Last Undergraduate Committee Meeting to Approve items for 2006-07 Catalog (COBA, COST, CIT)
December 1	Last Day of Classes
December 5-8	Final Exams
December 9	Commencement
December 10	8:00 a.m. Grades Viewable by Students on WINGS 8:00 p.m. Final Grades Due 11:00 p.m. UG Registration Closes for Spring 2006
December 11	Grade Processing
December 12	Grades with gpa's/academic standings viewable on WINGS
December 14	UG Registration Reopens for Spring 2006
December 15	3:30 p.m. Tuition Assistance Program Registration
December 16-18	Beginning at 5:00 p.m. on Dec. 16---Network Down for Maintenance
January 5	11:00 p.m. UG Registration Closes for Spring 2006
January 7	New Student Orientation and Registration
January 8	UG Registration Reopens for Spring 2006
January 9	First Day of Classes
January 9-12	Drop/Add
January 17	Attendance Verification Due at Noon

January 23	Summer 2006, Fall 2006, and Spring 2007 Schedule of Classes to be completed by Academic Departments
January 24	Last Undergraduate Committee Meeting to Approve items for 2006-07 Catalog (CLASS, COE, CHHS)
January 26	Last Graduate Committee Meeting to approve items for 2006-07 Catalog
January 27-29	Beginning at 5:00 p.m. on Jan. 27---Network Down for Maintenance
February 17	Beginning at 5:00 p.m. on Feb. 17---Network Down for Maintenance
February 20	Registration for Summer and Fall 2006 Begins
February 24	Freshmen Mid-term Grades Due
March 6	Last Day to Drop Without Academic Penalty
March 17	Beginning at 5:00 p.m. on Mar. 17---Network Down for Maintenance
April 21	Beginning at 5:00 p.m. on Apr. 21---Network Down for Maintenance
May 1	Last Day of Classes
May 2-5	Final Exams
May 6	Commencement
May 7	Final Grades Due
May 8	Grade Processing

A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian's report.

ACADEMIC STANDARDS COMMITTEE

Chair: Godfrey Gibbison

No report.

ELECTIONS COMMITTEE

Chair: David Robinson

No report submitted.

FACULTY WELFARE COMMITTEE

Chair: Mark Welford

No report submitted

FACULTY DEVELOPMENT

Chair: Bill Yang

Minutes February 20, 2006; 4:00 pm, 1305 CIT

Attending: Lorraine Gilpin (COE), Bob Fernekas (LIB), Trent Maurer (CHHS), Gustavo Molina (COST), Bill Yang (COBA, Chair), Amy Heaston (for CET/Provost)

Absent: Morgan Miles (COBA), Darin Van Tassell (CLASS) [but both have submitted scores and rank in advance], John Dyer (CIT),

The meeting started at 4pm.

Agenda:

1. Approval of the minutes for the last meeting. The minutes have been approved.
2. Report on the eligibility of full-time temporary instructor for grant applications (Bill Yang). Bill reported that he has brought the issue to the senate meeting on February 13. The agenda in the senate meeting was tabled because it involves some legal topics on implicit employment contract. Bill will report to the FDC later when it is updated.
3. Discuss and vote for the Award of Excellence in Instruction. Bill Yang collected and computed in advance the votes from seven committee members who have reviewed all nominees' package. The rank based on voting with committee members' names blinded is distributed in the meeting. It is agreed that the top ranked two nominees will be the winner of the Award of Excellence in Instruction this year.
4. Discuss the Proposals for Educational Leave. Seven committee members have reviewed 16 proposals received independently. Based on their judge, each member gives yes or no to each proposal. All proposals are ranked in terms of the number of yes from high to low. A motion is moved and seconded that all proposals with 4 or more (out of 7) yes are recommended to the provost for Educational Leave. The motion is carried. Dr. Heaston has also interpreted the new policy on the procedure of Educational Leave.
5. Next meeting: **February 27, on Summer Award.** Bill Yang asks all committee members to submit their scores by Friday noon, February 24.
6. The meeting is adjourned at 4:40pm.

Minutes taken by Bill Yang

FACULTY SERVICE

Chair: Michael Nielsen

The Faculty Service Committee has three items to report since the most recent Faculty Senate meeting.

1. The Faculty Service Committee met Friday, Feb. 24, at 2:00 pm to discuss funding of service proposals. Members in attendance were Don Armel, John Brown, Cynthia Frost, Bryan Griffin, Youming Li, Michael Nielsen (chair), Mildred Pate, and Kathy Thornton. Prior to the meeting all committee members rank ordered the proposals. Discussion of proposals began with the one having the most favorable average ranking, and continued through to the proposal with the least favorable ranking. Nineteen proposals were submitted, requesting a total of \$44,438.20. The committee awarded \$17,819.73; fully funding five proposals and partially funding eight.

Some discussion revolved around a recurring problem wherein proposals do not adequately present a rationale for the budget. The committee is devising an example budget in order to demonstrate more clearly our expectations in this regard.

2. During the week of March 6th, the committee discussed by email a request from a faculty member who was awarded funds in the Fall 05 competition. Because of unforeseen circumstances, the funds were no longer needed for that purpose, and the faculty member requested that they be used for a related purpose during the coming fiscal year. The committee voted not to allow this use of the funds, which would have reduced the amount available for the 2006-7 year.

3. Committee members are now in the process of evaluating nominations for the university Excellence in Service award. Because he was nominated for an award, Michael Nielsen had recused himself from this process. In deciding to do this, he consulted with two administrators and several faculty members, who recommended that Nielsen's recusing would maintain the integrity of the process. Nevertheless, on March 12 Nielsen withdrew from the pool of nominees in order to ensure that the process is clearly honorable. Associate Vice President Shumaker has asked Senate Moderator Pat Humphrey to assign another senator to serve in his stead when the committee meets during the week of March 20th.

Respectfully submitted,
Michael Nielsen
March 16, 2006

FACULTY RESEARCH

Chair: Gautam Kundu

Minutes, November 18, 2005

Members Present:

Dr. Gautam Kundu
Dr. Larry Stalcup
Dr. John Parrish
Mr. Marvin Goss
Dr. Greg Brock
Ms. Julie Cole
Dr. Anastatia Sims

Members Absent: Dr. Dana Sparkman

Dr. Joseph Barjis

I. Welcome

Dr. Kundu welcomed the committee members and opened the meeting.

II. Evaluations/Discussion of Student-Faculty Research Grants

First an explanation of the score sheet used for the evaluations was given to the committee. The FRC briefly discussed how to handle those applications that requested more than the grant allows. It is decided

that the committee will first evaluate by merit. Then, budgets can be adjusted for those in top ranking, if necessary.

The primary reviewer of each proposal read his/her review aloud to the committee. There was then time to discuss each proposal and provide a score, which was recorded on the spreadsheet. Upon completion of each review, the spreadsheet was ranked by average score.

- III. Upon discussion and rating of research grant proposals, the spreadsheet was sorted/ranked by the average score. Based on the funds available for this research grant, those ranked 1-14 will be funded through the Faculty Research Committee. Julie Cole then offered \$3,000 from ORSSP to fund the proposal ranked 17 (Johnson/Lynes) with an additional \$400 contributed to the project. The FRC accepted this offer by ORSSP to fund this additional project.
- IV. Adjourned

Faculty Research Committee Meeting Minutes February 3, 2006

Members Present:

Dr. Gautam Kundu
Dr. Larry Stalcup
Dr. John Parrish
Mr. Marvin Goss
Dr. Greg Brock
Ms. Julie Cole
Dr. Anastatia Sims

Members Absent: Dr. Joseph Barjis

Dana Sparkman

I. Welcome

Dr. Kundu welcomed the committee members and opened the meeting.

II. Discussion of FRC Publication Fund Policies

A draft of the current policy was disseminated to the FRC for review. There is an issue of faculty applying for funds twice in the same fiscal year. The committee agreed that portions of the Publication Fund should only be allowed once per year. Discussion followed regarding types of charges allowed. Some publishers charge copyright fees for use of citations, pictures, etc. The committee agrees that copyright charges be allowed, but charges for extra items, like book jackets, are not allowable through the Publication Fund. Stalcup opened discussion of vanity publication. There was discussion of whether FRC should require that journals be refereed. However, ORSSP makes approval of Publication Fund requests and will not know which are refereed. Therefore, FRC will not require proof that the journal is refereed. FRC agreed that the publication fund eligibility includes reprints, page charges, and copyright fees associated with publication of an article or book. ORSSP will post Publication Fund policy and instructions for submitting a request on the Faculty Research Committee website.

III. FRC Grant Awards

The committee will follow the already set process of reviewing grant proposals, in which each proposal has a primary reviewer and secondary reader.

IV. Awards of Excellence in Research and/or Creative Scholarly Activity

The FRC will require all application materials be submitted to ORSSP by nominees no later than Friday, March 10. Discussion ensued regarding a faculty member being able to win an award more than once and how often they may apply. Parrish will look for guidelines, as well as ORSSP. However, old guidelines may no longer apply to how GSU is today, as the university has grown in the past five years.

V. Coordinating deadlines for institutional awards

Because faculty are often confused about the different institutional awards, the chair will invite chairpersons of other awarding committees to begin communication and arrange for a meeting to discuss remedying this issue. Goals of this meeting with other chairs and possibly Amy Heaston include: 1) identify awards, 2) examine timelines of each award, 3) coordinate schedules of awards, and 4) clarify what each committee supports and if overlapping exists.

III. Appeals

Committee briefly discussed the appeals policy and process. Appeals will be dealt with on a case by case basis and reasonable decisions will be made.

IV. FRC Award Guidelines

Corrections and revisions made to the FRC award guidelines. ORSSP will make all necessary revisions and post revised guidelines on the website.

V. Student-Faculty Grants

FRC informed that ORSSP put out a request to Student-Faculty Research Grant awardees to submit a request for any grant funds that need to be rolled over into the next fiscal year.

VI. Research Week (April 14)

The kick off of Research Week will be at Phi Kappa Phi Symposium. ORSSP will plan a series of events for the week of April 17. Those who were awarded FRC grants will be asked to present their research. However, there may be a schedule conflict with an event at Botanical Gardens. Rescheduling of events will be communicated to FRC when complete.

VII. Adjourned

GRADUATE COMMITTEE

Chair: Richard Flynn

No report submitted.

LIBRARY COMMITTEE

Chair: Michele Davis McGibony

Library Committee Meeting, February 15, 2006

1707 Nessmith Lane Continuing Education Building, 9 a.m. – 10 a.m.

Attending: Sungrae Cho, Thomas Klein, Linda Mullen, Judi Repman, Joelle Romanchik-Cerpovicz, Steve Sexton, Ann Hamilton, Bede Mitchell

Scopus and Web of Science Database Trials: We have released to faculty the information on how to access these databases and we will soon be sending to department chairs an evaluation form. We want to each department to let us know which of the two databases would best support academic programs, i.e., instruction and research. Unfortunately, it appears there is a substantial price difference, which will make it more difficult for us to lease Web of Science if that is the database most departments prefer. Committee members shared some of their early experiences testing the databases.

Budget Report and Strategic Plans for FY07: Dean Mitchell shared a summary of the budget priorities the Library has set for next year.

- Moving expenses, since everything must be relocated to the new wing and remote locations before the end of the sixty days between the completion of the new wing and the start of renovations on the existing building. Additional temporary personnel and some supplies will be needed.
- Increase the materials purchasing budget. Current subscription costs will increase by about 10%, a new college has been established, it is long past time to increase departmental allocations and purchase more monographs, and there are several memberships and subscriptions needed for our instructional and research programs, e.g., Scopus or Web of Science, electronic books, Center for Research Libraries (which maintains a repository of research materials for member institutions).
- Upgrade Library staff and faculty computers.
- Add three new positions in light of the Library's need to better serve a growing university community: one information services librarian, one technical services staff assistant, and a systems analyst position.

These budget priorities were based on prior discussions with the Library Committee and other patrons, and they were reflected in the FY07 request forwarded to the provost. Although the state economy is improving and Georgia Southern is guardedly optimistic the university's budget will grow, there are unlikely to be enough funds to cover all or even most of the priorities. What cannot be covered through budget increases will either be handled by redirecting existing funds or delayed for at least another year. The Library Committee asked for a budget update as soon as there is anything to report.

Phase Two of the Library Renovation Project: The Board of Regents approved our leasing the old Publix grocery store, so we will store low-use materials and furniture there during the approximately two years of renovation to the existing building. Items stored at Publix will be delivered to Henderson Library upon request within 24 hours, except on weekends. High demand materials will be kept in open stacks and medium demand items will be in the automated retrieval unit. (This unit will store only low demand books and periodicals that cannot fit in the public stacks when the project is completed.) Government documents will be moved to Building 805, and although the stacks will have to be closed to the public the Government Documents personnel will be on site to assist faculty and students. There will be very little seating in the building during phase two, and the number of public computers will be reduced by two-thirds or more. The labs in the College of Information Technology are preparing to extend their hours in the fall to help absorb student demand for computers.

Relocating materials from Henderson Library and the North Building may begin as soon as 805 is cleaned up and the HVAC in Publix is working reliably. Items in the collections are already being labeled according to their eventual temporary destination. Except for the government documents move, most patrons will not notice much change in materials accessibility until next autumn. The moves are a little later than originally planned because two of the deductive alternates have been funded. These were sections of the building that originally were not going to be completed due to budget shortfalls, but now that they can be done as part of phase one it will take a little longer before we can move on to phase two.

Library Committee members asked about how materials were selected for each temporary location. Library faculty and staff first determined the maximum number of volumes that could be placed in open stacks in the new wing during phase two. They then estimated the amount of space that would be needed for new books and periodicals added over the next two years, and how much space would be required for such items purchased in the past few years. The rest of the open stacks will be filled with monographs most heavily used since 1990. Library personnel then estimated how much material could be placed in the automated retrieval unit, since items may be retrieved from it within 15 minutes or less in most circumstances. The next most-heavily used materials will go into the retrieval unit, and the remainder of the collection will go to Publix. Since those are materials used fairly rarely, it is hoped most patrons will find what they need without too much additional trouble. The price to be paid for this approach is there will be very little public seating available during this second phase of renovations.

The meeting adjourned at 9:50 a.m.

Respectfully submitted,

Michele Davis McGibony, Chair

UNDERGRADUATE COMMITTEE

Chair: Donna Saye

Minutes, February 21, 2006, 3:00 p.m.

Science and Technology, Room 2120

I. CALL TO ORDER

Present: Ms. Camille Rogers, Dr. Donna Fisher, Dr. Hsaing-Jui Kung, Ms. JoEllen Broome, Dr. Marla Morris, Dr. Mary Hazeldine, Dr. Mary Marwitz, Dr. Michael Moore, Dr. Reed Smith, Dr. Sonya Shepherd, Dr. Virginia Richards, Dr. Amy Heaston

Visitors: Ms. Caroline James, Ms. Ann Montalvo, Ms. Candace Griffith, Dr. C.K. Lee, Dr. Art Gowan, Dr. Charles Hardy, Dr. Anthony Parrillo, Dr. Olivia Edenfield

Dr. Mary Hazeldine called the meeting to order at 3:00 p.m.

II. APPROVAL OF AGENDA

A Fisher/Rogers motion to approve the agenda was passed unanimously.

III. COLLEGE OF PUBLIC HEALTH

Dr. Charles Hardy presented the following agenda items for the College of Public Health.

New Course

PUBH 5110 - Introduction to Public Health

This course is designed to give students a foundation in the administration and practice of public health, and provide an understanding of the technical, social, and political parameters related to public health research and practice. Students will gain an understanding of public health as a broad, collective enterprise that seeks to extend the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize its impact on the health status of all populations. The course includes a lecture series, field trips to local, state, and federal agencies, and an active learning component. The course is intended for both graduate and undergraduate students, regardless of one's program of study. 1 credit hour.

JUSTIFICATION:

Today's public health professionals have an unprecedented number of scientific studies, strategies, tools, and technologies at their disposal. Public awareness of the field's contributions to society is higher than ever before, however, contemporary public health organizations face the daunting task of addressing enduring public health problems, crises, and emerging issues all at the same time. Funding public health programs is increasingly difficult, and practitioners must allocate shrinking budgets across a growing number of complex and competing priorities. Furthermore, performing public health functions by agencies, advocacy groups, and care providers at the federal, state, and local levels is always challenging.

Using this shifting landscape as a backdrop, the course will provide students with a strong foundation in the administration and practice of public health, and provide an understanding of the technical, social, and political parameters related to public health research and practice. Students will gain an understanding of public health as a broad, collective enterprise that seeks to extend the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize its impact on the health status of all populations. The course includes a lecture series featuring public health faculty and guest speakers, site visits to local public health agencies, and an active learning component. The course is designed for both graduate and undergraduate students, regardless of one's program of study.

A Moore/Fisher motion to approve this new course was passed unanimously based upon deletion of the word "strong" from the course description.

IV. COLLEGE OF HEALTH AND HUMAN SCIENCES

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**Program Revision****B.S. Recreation*****JUSTIFICATION:***

The following changes will enable the Recreation program to better serve its students and facilitate student recruitment, retention and graduation.

A Rogers/Fisher motion to approve this program revision was passed unanimously based upon the revision of Program Requirements.

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Reed Smith presented the following agenda items for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF COMMUNICATION ARTS**Selected Topics Announcement****BRCT 4030 - Broadcast Announcing****VI. COLLEGE OF INFORMATION TECHNOLOGY**

Dr. Camille Rogers presented the following agenda items for the College of Information Technology.

DEPARTMENT OF INFORMATION TECHNOLOGY**Course Revision****FROM: IT 4790 - Internship of Information Technology**

0 credit hour. Grade Mode: Satisfactory.

TO: IT 4790 - Internship of Information Technology

3 credit hours. Grade Mode: Normal.

JUSTIFICATION:

The requested revision is to make the course for credit (currently students earn no hours) and change the grading to a normal mode instead of a satisfactory/unsatisfactory. Both of the changes should result in students taking the internship experience more seriously.

NOTE: This item has been tabled.

Program Revision**B.S. Information Technology*****JUSTIFICATION:***

The requested revision is to make the IT 4790 course for credit (currently students earn no hours) as approved on the course revision page.

NOTE: This item has been tabled.

VII. OTHER BUSINESS

- Just a reminder that **ALL** committee members are to respond to the approval of the minutes **WITHIN 48 HOURS** of receiving them.
- Dr. Sonya Shepherd noted that number 7 (University Resource Statement) on the New Course Form needs to be more detailed.
 - Resources including library resources could be identified instead of saying “no resources are needed” or instead not addressing the statement at all. There are other resources besides faculty that should be addressed in this item.
 - If library resources are listed but funds are not available for them to be purchased this will not keep the course from being passed. It will give the library faculty an idea of what is needed and we can either locate the exact resource or find alternatives. Maybe we already have something in place but we need to share it with the faculty. We want a dialog to happen between teaching faculty and library faculty similar to the one that takes place between the colleges when classes are cross-listed and faculty decides who will teach what classes and in what college.

VIII. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 3:46 p.m.

Respectfully Submitted,



Caroline D. James
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair : Linda Bleicken, Provost

The AAC meeting scheduled for February 28th at 9:00 a.m. was cancelled.
Submitted by Jean-Paul Carton, Senate Librarian, 2005-2006

A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian's report.

ACADEMIC STANDARDS COMMITTEE

Chair: Godfrey Gibbison

No report.

ELECTIONS COMMITTEE

Chair: David Robinson

No report submitted.

FACULTY WELFARE COMMITTEE

Chair: Mark Welford

No report submitted

FACULTY DEVELOPMENT

Chair: Bill Yang

FACULTY SERVICE

Chair: Michael Nielsen

Faculty Service Committee

The Faculty Service Committee met March 21, 2006 to consider the nominations for the Award for Excellence in Service. Patricia Humphrey, Senate Executive Committee Chair, substituted for Michael Nielsen, who recused himself as chair of the committee for the meeting due to his nomination for the award. He also withdrew his nomination.

All members of the committee had individually reviewed the candidates' submissions and ranked them from 1 (most worthy) to n. The top ranked four individuals were further discussed. Finally, motions were made and nearly unanimously adopted to award two extremely deserving individuals. The award winners will be announced at Commencement in May.

Submitted Patricia Humphrey for Michael Nielsen

FACULTY RESEARCH

Chair: Gautam Kundu

GRADUATE COMMITTEE

Chair: Richard Flynn

February 23, 2006, Graduate Committee Meeting, College of Graduate Studies Conference Room

Present: Dr. Richard Flynn, CLASS; Dr. Sandra Nettles, COGS; Dr. Cindi Chance, Academic Affairs;

Dr. Ron MacKinnon, CIT; Dr. Robert Vogel, JPHCPH; Dr. Constantin Ogloblin, COBA; Dr. Ming Fang He, COE; Dr. Sonya Shepherd, LIB; Dr. John Nauright, CHHS; Dr. Jerry Wilson, COBA; Dr. Delores Liston, COE; Dr. Xiezhong Li, COST; Dr. Bede Mitchell, LIB;
 Others: Dr. Dick Diebolt, COGS; Ms. Melanie Reddick, COGS; Mr. Wayne Smith, Registrar's Office; Dr. Charles Hardy, JPHCPH; Dr. Michael Braz, CLASS; Dr. Eric Nelson, CLASS; Ms. Candace Griffith, Academic Affair

Dr. Richard Flynn called the meeting to order February 23, 2006 at 9:05 AM.

I. APPROVAL OF AGENDA

The agenda was approved as written.

II. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Music – from Unfinished Business – Item tabled at the January 26, 2006 meeting

Course Revisions

MUSA XXXX

Applied Music – Assessing of additional fee for individual instruction

MUSA	7113	MUSA	7128
MUSA	7114	MUSA	7133
MUSA	7115	MUSA	7134
MUSA	7116	MUSA	7135
MUSA	7117	MUSA	7136
MUSA	7118	MUSA	7137
MUSA	7123	MUSA	7138
MUSA	7124	MUSA	7191
MUSA	7125		
MUSA	7126		
MUSA	7127		

Justification: Every student taking private instruction in the multitude of instruments within the department uses an accompanist. The department needs to be able to control the quality of accompanists the students are able to use. Students are currently paying varying amounts privately to various individuals to accompany them. Instituting a common fee of \$175 ensures that ALL students have access to quality accompanying services required for successful completion of the degree, allows them to use student scholarship and financial aid to pay for this service and allows the department to establish and require common standards. Another common need of all students taking private instruction is the need for access to practice rooms. A portion of this fee may be used to provide upgrades to practice room facilities. A study of USG institutions revealed that many already charge such a course fee ranging from \$80 - 400 per semester for similar purposes.

MOTION: Dr. Ron MacKinnon moved to approve the course revisions from the Department of Music. Dr. Jerry Wilson provided the second. The motion was passed.

Department of Writing and Linguistics

New Course Proposal

WRIT 5531G**Advanced Creative NonFiction**

A creative writing workshop which focuses primarily on the students' own creative nonfiction. The course deepens and expands the writing skills and knowledge learned in undergraduate expository writing courses and allows students to specialize in a specific genre, such as the memoir, the personal essay, travel writing, etc. Students read and discuss creative nonfiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Justification: WRIT 5531G Advanced Creative Nonfiction takes advantage of faculty expertise and fills a void in the department's upper-level offerings for the B.A. with Creative Writing concentration.

MOTION: Dr. Jerry Wilson moved to approve the new course proposal from the Department of Writing and Linguistics. Dr. Ron MacKinnon provided the second. The motion was passed.

COLLEGE OF EDUCATION**Department of Teaching and Learning****New Course Proposals****MSED 6237****Science Methods**

This course is designed to assist students in understanding the purpose of science in the middle and secondary school curricula and becoming familiar with the trends in science instruction. Skills are developed in using classroom laboratory and field trip experiences in planning and evaluating science instruction. Major emphasis is placed on planning and presentation skills and on developing strategies to facilitate working with the diverse student populations present in the public schools.

Justification: This course is needed as a methods course for candidates seeking initial certification in science as part of the new Master of Arts in Teaching. Candidates must complete a specific methods course in their teaching field in order to meet the NCATE -approved National Science Teachers Association (NSTA) pedagogy standards.

MSED 6337**Language Arts Methods**

A study of methods and materials appropriate in teaching composition, literature, and oral expression in the middle and secondary school language arts/English program. Emphasis will be placed on the writing process, teaching grammar through writing, and literature for grades 4-12.

Justification: This course is needed as a methods course for candidates seeking initial certification in English as part of the new Master of Arts in Teaching. The course is needed in order to meet the NCATE -approved National Council of Teachers of English (NCTE) pedagogy standards.

MSED 6437**Social Science Methods**

A study of the social sciences in the middle and secondary schools. Emphasis is placed on instructional planning for diverse classrooms; assessment of student

learning; the use of multiple resources, including technology; and an application of the NCSS standards in the middle and secondary social science curriculum.

Justification: This course is needed as a methods course for candidates seeking initial certification in social science as part of the new Master of Arts in Teaching. A methods course specific to teaching social science is needed in order to meet the NCATE -approved National Council for the Social Studies (NCSS) pedagogy standards.

MSED 6537**Mathematics Methods**

A study of teaching methods and materials, curriculum content, assessment and trends in middle and secondary school mathematics. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and application of NCTM standards in the middle and secondary mathematics curriculum.

Justification: This course is needed as an introductory methods course for candidates seeking initial certification in mathematics as part of the new Master of Arts in Teaching. A specific methods course in teaching grades 6-12 mathematics is needed in order to meet the Georgia Professional Standards Commission/NCATE/National Council of Teachers of Mathematics pedagogy standards.

MSED 6637**Business Education Methods**

A study of teaching methods and materials, curriculum content, and trends in teaching Business Education in the middle and secondary schools. The course also includes a study of vocational education programs. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and an application of the national business education standards.

Justification: This course is needed for the new MAT in Secondary Education, with a concentration in Business Education. A subject-specific methods course is required for initial certification in Business Education in order to meet the pedagogy standards outlined by the Professional Standards Commission.

MOTION: Dr. Delores Liston moved to approve the new course proposals from the Department of Teaching and Learning. Dr. Ming Fang He provided the second. The motion was passed.

Program Revision**Master of Arts in Teaching (M.A.T.)**

Revise the M.A.T. program of study Track One and Track Two, to delete the 7000-level methods courses and include the 6000-level methods courses: MSED 6237, MSED 6337, MSED 6437, MSED 6537, and MSED 6637

Justification: The existing MAT program for secondary and middle grades includes 7000 level subject-specific methods courses. These courses are advanced methods courses required as part of the M.Ed. programs in Middle Grades Education and Secondary Education.

Since the MAT is an initial certification program at the graduate level, therefore new subject-specific methods courses with graduate numbers are needed for each of the secondary teaching fields.

48 Hours

Contact: Department of Teaching & Learning, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Program Intent and Admission Requirements:

The MAT leads to initial teaching certification and a master's degree for those persons who hold a bachelor's degree from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

Study Concentration/Track 1: Secondary Education certification (grades 6-12) for candidates who hold a bachelor's degree in English, business, mathematics, science, social science, or related field.

Study Concentration/Track 2: Middle Grades certification (grades 4-8) for candidates who hold a bachelor's degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

Study Concentration/Track 3: Special Education certification (P-12) for candidates who hold a bachelor's degree in psychology, counseling, child and family development, or a closely-related field.

Study Concentration/Track 4: P-12 Education certification for candidates who hold a bachelor's degree in Art or Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education's Director of Advisement and Certification, is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements**Regular**

Hold a bachelor's degree from a regionally accredited institution.

1. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
4. Submit passing scores on the PRAXIS I exam or be exempted by acceptable SAT, ACT, or GRE scores.
5. Submit a passing score on the PRAXIS II exam in the area for which one is seeking certification. (Not required for the MAT in Special Education.)
6. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MAT Program Sequence

Step One: The following courses are prerequisites to Steps 2 and 3:6-9 Hours

EDUF 7130 - Learning Theories and Applications (3)

SPED 6130 - Introduction to Special Education (3)

ITEC 7530 - Instructional Technology Foundations (3) or PSC Test-Out Option

[Review for admission to the Teacher Education Program (TEP), required for progression to Step Two.]

Study Concentration/Track One: Secondary Education with Teaching Fields in Science, Social Science, Mathematics, English, or Business (Grades 6-12)

.....27 Hours

Step Two: Secondary Education Block (9 hours to be taken concurrently):

SCED 6131 - Curriculum and Methods for the Secondary School (3)

ESED 6738 - Supervised Practicum (3)

Appropriate ~~Advanced~~ Methods Course: ~~MSED 7231 Hands-On Science for the Middle & Secondary School,~~

~~MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, MSED 5333G Literature & Writing for the Middle & Secondary School, or BEED 5130G Cooperative Vocational Education. (3)~~ MSED 6237 Science Methods, MSED 6437 Social Science Methods, MSED 6537 Mathematics Methods, MSED 6337 Language Arts Methods, or MSED 6637 Business Education Methods (3)

Step Three: Supervised Internship (9 hours):

ESED 6799 – Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of SCED 6799]

Step Four: Course work required for completion of the MAT degree (9 hours):

MSED 7131 – Enhancing Student Performance in the Middle & Secondary Schools (3)

EDUR 7130 – Educational Research (3)

SCED 8633 – Seminar in Secondary Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Two: Middle Grades Education (Grades 4-8)39 Hours

Step Two: Middle Grades Education Block (9 hours to be taken concurrently):

MGED 6131 - Curriculum and Methods for the Middle Grades (3)

ESED 6738 - Supervised Practicum (3)

Appropriate ~~Advanced~~ Methods Course in One's Primary Concentration Area: ~~MSED 7231 Hands-On Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)~~ MSED 6237 Science Methods, MSED 6437 Social Science Methods, MSED 6537 Mathematics Methods, or MSED 6337 Language Arts Methods (3)

Step Three: Supervised Internship and Reading/Writing Instruction (12 hours):

ESED 6799 – Supervised Internship (9)

MSED 5333G - Literature & Writing for the Middle & Secondary Schools (3)

[Candidates may apply for initial T-4 certification upon successful completion of MGED 6799]

Step Four: Additional course work required for completion of the MAT degree (18 hours):

MSED 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)

EDUR 7130 - Educational Research (3)

~~Advanced~~ Methods Course in Second Concentration Area: ~~MSED 7231 Hands-On Science for the Middle & Secondary Schools, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)~~ MSED 6237 Science Methods, MSED 6437

Social Science Methods, MSED 6537 Mathematics Methods, or MSED 6337 Language Arts Methods (3)

MGED 8131 - Integrated Curriculum for the Middle Grades (3)

MGED 8132 - Effective Middle Schools (3)

MGED 8633 - Seminar in Middle Grades Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Three: Special Education (Grades P-12)36-39 Hours

Step Two: 9 Hour Special Education Prerequisite Content Block

SPED 6230 – Assessment & Procedures in Special Education (3)

SPED 6231 – Special Education Laws & Procedures (3)

SPED 6330 – Classroom Management (3)

Step Three: 12 Hour Special Education Content For Teaching Block

SPED 7631 – Perspectives on Characteristics of Mild Disabilities (3)

SPED 7632 – Methods for Mild Disabilities (3)

SPED 7133 – Collaboration Across the Life Span (3)

READ 7131 – Approaches to Reading Instruction (3)

Step Four: 6-9 Hour Supervised Internship*

SPED 7736 – Internship in Special Education

*6 hours if currently employed as a teacher of students with mild disabilities; otherwise 9 hours

[*Candidates may apply for initial certification – T-4 upon successful completion of SPED 7736]

Step Five: Additional Coursework for the MAT degree completion (9 hours):

EDUR 7130 – Educational Research (3)

SPED 7136 – Language Development (3)

**SPED 7630 – Seminar in Special Education (3)

**Capstone course includes an exit project for the MAT

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Four: P-12 Education with Teaching Fields In Art or Spanish (Grades P-12)27-30 Hours

Art Education (30 Hours)

Step Two: Art Education Pedagogy and Supervised Practicum (9 hours):

Art 7432 - Curriculum and Methods in P-5 Art Education (3)

Art 7433 - Methods in Middle and Secondary School Art (3)

Art 7438 - Curriculum Development in Art Education (3)

Step Three: Supervised Internship (9 hours)

ESED 6799 – *Supervised Internship (9)*

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (12 hours):

EDUR 7130 - Educational Research (3)

9 Hours of graduate courses in Art Education approved by the advisor (9)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Spanish Education (27 Hours)

Step Two: Foreign Language Pedagogy and Supervised Practicum (9 hours):

FORL 6431 - Foreign Language Methods P-8 (3)

FORL 6432 - Foreign Language Methods 9-12 (3)

FORL 6393 - Foreign Language Practicum (3)

Step Three: Supervised Internship (9 hours):

ESED 6799 – *Supervised Internship* (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (9 hours):

EDUR 7130 - Educational Research (3)

6 hours of graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Other Program Requirements (for all Tracks)

- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Delores Liston moved to approve the program revision from the Department of Teaching and Learning. Dr. Jerry Wilson provided the second. The motion was passed.

JIANN-PING HSU COLLEGE OF PUBLIC HEALTH

Course Revisions

BIOS 6331 Regression Analysis in Biostatistics – Pre-requisite change

From HLTH 6132 to PUBH 6131

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. This positions the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

BIOS 6531 Categorical Data Analysis – Pre-requisite change

From HLTH 6132 to PUBH 6131

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. This positions the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

BIOS 7099 Selected Topics in Biostatistics – Number change

From BIOS 7099 to BIOS 7090

Justification: College of Graduate Studies recommended number change to comply with University Course Numbering Model.

BIOS 7534 Data Management for Biostatistics – Pre-requisite change

From HLTH 6132 to PUBH 6131

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. This positions the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 6130 Research Methods in Health Science – Course subject change

From HLTH 6130 to COHE 6130

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7232 Health Promotion Planning and Evaluation – Course subject change

From HLTH 7232 to COHE 7232

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7234 Community Health Analysis – Course subject change

From HLTH 7234 to COHE 7234

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7235 Community Health Education Methods – Course subject change

From HLTH 7235 to COHE 7235

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7236 Social Marketing and Health Communication – Course subject change

From HLTH 7236 to COHE 7236

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7237 Rural Community Health Issues – Course subject change

From HLTH 7237 to COHE 7237

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 6131 Biostatistics – Course subject change**From HLTH 6131 to PUBH 6131**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7233 Environmental Health – Course subject and number change**From HLTH 7233 to PUBH 6132**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7231 Epidemiology – Course subject and number change**From HLTH 7231 to PUBH 6133**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7330 Health Services Administration – Course subject and number change**From HLTH 7330 to PUBH 6134**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7230 Health Behavior Theory – Course subject and number change**From HLTH 7230 to PUBH 6135**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7999 Thesis – Course subject change**From HLTH 7999 to PUBH 7999**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7332 Health Policy, Issues, and Ethics – Course subject and number change**From HLTH 7332 to HSPM 7133**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7331 Health Care Financing – Course subject, number and title change**From HLTH 7331 Health Care Financing
To
HSPM 7137 Health Care Financing and Payment Systems**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7333 Strategies for Managed Care – Course subject and number change**From HLTH 7333 to HSPM 7330**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7334 Long Term Care Administration – Course subject and number changed**From HLTH 7334 to HSPM 7331**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

HLTH 7769 Managerial Residency in Health Services Administration – Course subject change**From HLTH 7769 to HSPM 7769**

Justification: The establishment of the Jiann-Ping Hsu College of Public Health necessitated the creation of new subjects within the MPH graduate program. These new subjects are necessary to position the Jiann-Ping Hsu College of Public Health for CEPH accreditation.

MOTION: Dr. Ron MacKinnon moved to approve the course revisions from the Jiann-Ping Hsu College of Public Health. Dr. Jerry Wilson provided the second. The motion was passed.

New Course Proposals**BIOS 7890 Directed Individual Study**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Justification: This course meets program goals and objectives by providing the student an opportunity to investigate an area of interest under the direction of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest in a focused manner. Variable Credit 1-3 credit hours.

COHE 7090**Selected Topics in Community Health Education**

Allows the student the opportunity to receive specialized and/or focused instruction in a community health topic not generally offered by the department.

Justification: This course meets program goals and objectives by focusing the student to the area of Community Health Education. From time to time there is a need for in-depth and/or specialized training in the area of Community Health Education. Selected topics provides this opportunity. Variable Credit 1-3 hours credit.

COHE 7890**Directed Individual Study**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Justification: This course meets program goals and objectives by providing the student an opportunity to investigate an area of interest under the direction of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest in a focused manner. Variable Credit 1-3 credit hours.

PUBH 5110G**Introduction to Public Health**

This course is designed to give students a strong foundation in the administration and practice of public health, and provide an understanding of the technical, social, and political parameters related to public health research and practice. Students will gain an understanding of public health as a broad, collective enterprise that seeks to extend the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize its impact on the health status of all populations. The course includes a lecture series, field trips to local, state, and federal agencies, and an active learning component. The course is intended for both graduate and undergraduate students, regardless of one's program of study.

Justification: Today's public health professionals have an unprecedented number of scientific studies, strategies, tools, and technologies at their disposal. Public awareness of the field's contributions to society is higher than ever before, however, contemporary public health organizations face the daunting task of addressing enduring public health problems, crises, and emerging issues all at the same time. Funding public health programs is increasingly difficult, and practitioners must allocate shrinking budgets across a growing number of complex and competing priorities. Furthermore, performing public health functions by agencies, advocacy groups, and care providers at the federal, state, and local levels is always challenging.

PUBH 7090**Selected Topics in Public Health**

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the department.

Justification: This course meets program goals and objectives by focusing the student to the general area of Public Health.. From time to time there is a need for in-depth and/or specialized training in the field of

Public Health. Selected topics provides this opportunity. Variable Credit 1-3 hours credit.

PUBH 7730 Practicum in Public Health

Permits the student to receive practical experience in a selected public health-related setting.

Justification: This course meets program goals and objectives by providing the student an opportunity to demonstrate the application of basic public health concepts and skills through a practical experience in a selected public health setting. Council on Education for Public Health MPH accreditation guidelines require a practice experience that is relevant to the student's area of specialization. A planned, supervised and evaluated practice experience is an essential component of a MPH program. (Criteria 2.4) 3 credit hours.

PUBH 7890 Directed Individual Study

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Justification: This course meets program goals and objectives by providing the student an opportunity to investigate an area of interest under the direction of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest in a focused manner. Variable Credit 1-3 credit hours.

PUBH 7829 Public Health Capstone Research Project

Requires the completion of an independent research project in the preferred field requiring the defense of the design, methods, analysis, and interpretation of the data.

Justification: This course meets program goals and objectives by providing the student an opportunity to engage in a supervised research project. The research project will be part of the "Culminating Experience" required of all MPH graduates. The Council on Education for Public Health MPH accreditation guidelines require that students demonstrate skills and integration of knowledge through a culminating experience. Many different models are possible, including a written paper of an applied project. (Criteria 2.4) 2 credit hours.

HSPM 7090 Selected Topics in Health Services Policy Management

Allows the student the opportunity to receive specialized and/or focused instruction in a health services policy and management health topic not generally offered by the department.

Justification: This course meets program goals and objectives by focusing the student to the area of Health Services Policy and Management. From time to time there is a need for in-depth and/or specialized training in the area of Health Services Policy and Management. Selected topics provides this opportunity. Variable Credit 1-3 hours credit.

HSPM 7131 Principles of Organizational Theory and Behavior in Health

Integrating theory and concepts from organizational theory and behavior literature, this course provides applications to improve the management of health services organizations.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH

in Health Services Policy and Management. This course has been designed to introduce students to theory and concepts from organizational theory and behavior literature. Emphasis will also be given to the applying the conceptual and theoretical perspectives to improve the management of health services organizations. 3 hours credit.

HSPM 7135 Health Policy Design, Implementation, and Evaluation

This course introduces students to policy analysis and management by examining issues in the health sector. It fosters an appreciation of the complexity of policy problems and provides the basic tools used in public health policy design, implementation and evaluation.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Health Services Policy and Management. This course has been designed to introduce students to policy analysis and management by examining issues in the health sector. Emphasis will be given to helping students develop an appreciation of the complexity of policy problems and provides the basic tools used in public policy design, implementation and evaluation. 3 hours credit.

HSPM 7230 Health Services Leadership and Strategic Planning

This course deals with the application of leadership theory and strategic management and planning principles to a variety of "real world" management issues in health service organizations.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Health Services Policy and Management. This course has been designed to introduce students to leadership theory and strategic management and planning principles in health services management. Emphasis will be on helping students identify their leadership styles and the development of leadership skills and the development of strategic plans for effective management of healthcare organizations. 3 hours credit.

HSPM 7233 Information Management and Decision Making in Health Services

Focuses on the fundamental concepts and applications of managing information as a health services corporate asset, emphasizing converting data into information for decision support.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Health Services Policy and Management. This course has been designed to introduce students to theory and concepts of information management and decision making in health services. 3 hours credit.

HSPM 7890 Directed Individual Study

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Justification: This course meets program goals and objectives by providing the student an opportunity to investigate an area of interest under the direction of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest in a focused manner. Variable Credit 1-3 credit hours.

EPID 7090 Selected Topics in Epidemiology

Allows the student the opportunity to receive specialized and/or focused

instruction in an epidemiology topic not generally offered by the department.

Justification: This course meets program goals and objectives by focusing the student to the area of Epidemiology. From time to time there is a need for in-depth and/or specialized training in the area of Epidemiology. Selected topics provides this opportunity. Variable Credit 1-3 hours credit.

EPID 7131 Epidemiology of Chronic Disease

This course is designed to introduce the student to the ever-expanding area of chronic disease epidemiology. Students will be introduced to the current status of chronic disease and control programs, methods used in chronic disease surveillance, intervention methods, and modifiable risk factors. Some of the major chronic diseases such as cancer, cardiovascular disease, chronic lung disease, diabetes and arthritis will be discussed in detail.

Justification: This course meets program goals and objectives by focusing the student to the area of Chronic Disease Epidemiology. This course provides an introduction to epidemiological concepts and research skills in the context of chronic disease. The focus is to provide a synthesis of the current trends and patterns in the epidemiology of common chronic diseases. Emphasis will be on the skills required for chronic disease research and consulting. The student will receive training in chronic disease epidemiology using examples relevant to the field where they will assume a leadership role. 3 hours credit.

EPID 7133 Epidemiological Research Methods

This course focuses on the principles and methods involved in the planning, analysis and interpretation of epidemiological research. Focus will be placed on basic data analysis techniques found in epidemiological studies, evaluation of bias, and adjustments for confounding. Appropriate statistical computer programs will be used.

Justification: This course meets program goals and objectives by focusing the student to the area of Epidemiological Research. The course provides an introduction to research methodology from in epidemiological investigations. The focus is to provide a synthesis of the current and most relevant methodological concepts, procedures, and strategies involved in epidemiologic inquiry about the etiology of disease. Emphasis will be on the assessment of a postulated association between study factors and presence of disease. Students will receive epidemiological research training using examples relevant to the field where they will assume a leadership role. 3 hours credit.

EPID 7135 Epidemiology of Infectious Disease

The purpose of the class is to introduce infectious disease epidemiology history and some of the methods currently used in the conduct of infectious disease epidemiologic studies. Infectious disease epidemiology is primarily concerned with intervention as opposed to detection of risk factors.

Justification: This course meets program goals and objectives by focusing the student to the area of Infectious Disease Epidemiology. The course provides an introduction to the history and some of the current methods used to conduct an infectious disease epidemiologic study. Students will be introduced to all facets and types of infectious disease. This course will provide basic concepts of emerging disease, vaccines and public health and ethical issues in the conduct of epidemiological studies. The student will receive training in the investigation of an "outbreak" using examples relevant to the field where they will assume a leadership role. 3 hours credit.

EPID 7890 Directed Individual Study

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Justification: This course meets program goals and objectives by providing the student an opportunity to investigate an area of interest under the direction of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest in a focused manner. Variable Credit 1-3 credit hours.

ENVH 7090 Selected Topics in Environmental Health Sciences

Allows the student the opportunity to receive specialized and/or focused instruction in an environmental health topic not generally offered by the department.

Justification: This course meets program goals and objectives by focusing the student to the area of Environmental Health Sciences. From time to time there is a need for in-depth and/or specialized training in the area of Environmental Health Sciences. Selected topics provides this opportunity. Variable Credit 1-3 hours credit.

ENVH 7232 Fundamentals of Air and Water Quality

Introduces students to chemical, physical, and biological principles of optimal air and water quality, as well as potential sources of contamination. The course will also introduce appropriate remediation strategies to ameliorate pollution.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Environmental Health. This course has been designed to introduce students to chemical, physical, and biological principles of optimal air and water quality, as well as potential sources of contamination. This course also introduces appropriate remediation strategies to ameliorate pollution. 3 hours credit.

ENVH 7233 Environmental Impact Assessment

Introduces students to appropriate design, implementation, and analysis of primary environmental exposures. Specific topics covered include designing risk profiles, evaluating dose-response relationships, and analyzing field exposures of toxins.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Environmental Health. This course has been designed to introduce students to appropriate design, implementation, and analysis of primary environmental exposures. Specific topics covered include designing risk profiles, evaluating dose-response relationships, analyzing field exposure toxins, planning and managing impact studies, and predicting the impact of environmental contaminants. 3 hours credit.

ENVH 7234 Environmental Toxicology

Introduces students to concepts associated with the lethal and sub-lethal effects of environmental and occupational stressors on humans and other living organisms.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Environmental Health. This course has been designed to introduce students to concepts associated with the lethal and sub-lethal effects of environmental and occupational health stressors on humans and other living organisms. Specific course content includes basic concepts and principles of toxicology, factors that influence the impact of toxicants, acceptable methods of toxicity testing, statistical analysis of

field and laboratory trials, and ecosystem effects. Emphasis will also be given to toxicants responsible for hazards associated with food, solvents, industrial hygiene, agriculture, metals, and ionizing radiation. 3 hours credit.

ENVH 7235**Environmental Sampling**

Introduces students to an overview of current and accepted standards of environmental and occupational exposure monitoring.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Environmental Health. This course has been designed to introduce students to an overview of current and accepted standards of environmental and occupational exposure monitoring. Specific course content includes planning sampling protocols, quality assurance and quality control considerations, environmental laboratory regulations, appropriate data analysis techniques, sample preparation, and laboratory and field techniques. 3 hours credit.

ENVH 7236**Spatial Analysis for Environmental Health Sciences**

Introduces students to concepts and methods of spatial analysis related to environmental health problems and public health planning. Students will also employ basic concepts of mapping through the use of applicable Geographic Information Systems software.

Justification: This course serves as a required concentration area for students seeking to obtain an MPH in Environmental Health. This course has been designed to introduce students to concepts and methods of spatial analysis related to environmental health problems and public health planning. Students will also employ basic concepts of mapping through the use of applicable Geographic Information Systems software. Specific course content includes a basic overview of spatial data problems with an emphasis on data modeling techniques. 3 hours credit.

ENVH 7890**Directed Individual Study**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Justification: This course meets program goals and objectives by providing the student an opportunity to investigate an area of interest under the direction of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest in a focused manner. Variable Credit 1-3 credit hours.

MOTION: Dr. Ron MacKinnon moved to approve the new course proposals from the Jiann-Ping Hsu College of Public Health. Dr. Jerry Wilson provided the second. The motion was passed.

Course Deletions**BIOS 7790****Practicum in Biostatistics**

Justification: Course no longer needed in the curriculum.

BIOS 7899**Research Projects in Biostatistics**

Justification: Course no longer needed in the curriculum.

HLTH 6132**Introduction to Biostatistics with SAS Applications**

Justification: Course no longer needed in the curriculum.

MOTION: Dr. Jerry Wilson moved to approve the course deletions from the Jiann-Ping Hsu College of Public Health. Dr. Bede Mitchell provided the second. The motion was passed.

Program Revisions

Master of Public Health in Biostatistics (MPH) – Revision to existing program to include new courses and course revisions

Public Health Core course – PUBH 5110G Introduction to Public Health added.

Required Practicum and Culminating Experience added – PUBH 7730 Practicum in Public Health and PUBH 7829 Public Health Capstone Research Project.

M.P.H.

BIOSTATISTICS

45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX:(912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements

Regular*

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
3. Official scores on the Graduate Record Examination (GRE).
4. A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
5. Three letters of reference

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisions admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

COURSE REQUIREMENTS:

Public Health Core Courses..... 16 Hours

PUBH 5110G - Introduction to Public Health (1)

PUBH 6131 - Biostatistics (3)

PUBH 6132 - Environmental Health (3)

PUBH 6133 - Epidemiology (3)

PUBH 6134 - Health Services Administration (3)

PUBH 6135 - Health Behavior Theory (3)

Biostatistics Courses..... 24

Hours

BIOS 6135 - Topics of Inference (3)

BIOS 6331 - Regression Analysis in Biostatistics (3)

BIOS 6332 - Experimental Design in Biostatistics (3)

BIOS 6531 - Categorical Data Analysis (3)

BIOS 7231 - Clinical Trials Methodology (3)

BIOS 7534 - Data Management for Biostatistics (3)	
Guided Electives - Select two of the following: (6)	
BIOS 7099 - Selected Topics in Biostatistics (3)	
BIOS 7131 - Survival Analysis (3)	
BIOS 7331 - Multivariate Analysis in Biostatistics (3)	
BIOS 7431 - Statistical Issues in Drug Development (3)	
BIOS 7433 - Biopharmaceutical Statistics in Drug Development (3)	
Practicum and Culminating Experience	5
Hours	
PUBH 7730 - Practicum in Public Health (3)	
PUBH 7829 - Public Health Capstone Research Project (2)	

Master of Public Health in Community Health Education (MPH) – Revision to existing program to include new courses and course revisions

Public Health Core course – PUBH 5110G Introduction to Public Health added.
 Required Practicum and Culminating Experience added – PUBH 7730 Practicum in Public Health and
 PUBH 7829 Public Health Capstone Research Project.

M.P.H. COMMUNITY HEALTH EDUCATION 45 HOURS
Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX: (912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements

Regular*

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
3. Official scores on the Graduate Record Examination (GRE).
4. A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
5. Three letters of reference

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisions admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

COURSE REQUIREMENTS:

Public Health Core Courses.....	16
Hours	
PUBH 5110G – Introduction to Public Health (1)	
PUBH 6131 - Biostatistics (3)	
PUBH 6132 - Environmental Health (3)	
PUBH 6133 - Epidemiology (3)	
PUBH 6134 - Health Services Administration (3)	
PUBH 6135 – Health Behavior Theory (3)	

Community Health Education Courses..... 24**Hours**

COHE 6130 - Research Methods in Health Science (3)
 COHE 7232 - Health Promotion Planning and Evaluation (3)
 COHE 7234 - Community Health Analysis (3)
 COHE 7235 - Community Health Education Methods (3)
 COHE 7236 - Social Marketing and Health Communication (3)
 COHE 7237 - Rural Community Health Issues (3)
 Guided Electives (6)

Practicum and Culminating Experience 5**Hours**

PUBH 7730 - Practicum in Public Health (3)
 PUBH 7829 - Public Health Capstone Research Project (2)

Master of Public Health in Environmental Health Sciences (MPH) – New program concentration**M.P.H. ENVIRONMENTAL HEALTH SCIENCES 45 HOURS**

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX:(912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements**Regular***

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
3. Official scores on the Graduate Record Examination (GRE).
4. A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
5. Three letters of reference

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisions admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

COURSE REQUIREMENTS:**Public Health Core Courses..... 16****Hours**

PUBH 5110G – Introduction to Public Health (1)
 PUBH 6131 - Biostatistics (3)
 PUBH 6132 - Environmental Health (3)
 PUBH 6133 - Epidemiology (3)
 PUBH 6134 - Health Services Administration (3)
 PUBH 6135 – Health Behavior Theory (3)

Environmental Health Sciences Courses..... 24**Hours**

BIOS 6331 - Regression Analysis in Biostatistics (3)
 ENVH 7232 - Fundamentals of Air and Water Quality (3)
 ENVH 7233 - Environmental Impact Assessment (3)

Practicum and Culminating Experience 5
Hours

EPID 7133 - Epidemiological Research Methods (3)
 EPID 7131 - Epidemiology of Chronic Disease (3)
 EPID 7135 - Epidemiology of Infectious Disease (3)
 BIOS 6331 - Regression Analysis in Biostatistics (3)
 BIOS 6332 - Experimental Design in Biostatistics (3)
 BIOS 6531 - Categorical Data Analysis (3)
 Guided Electives (6)

Practicum and Culminating Experience 5
Hours

PUBH 7730 – Practicum in Public Health (3)
 PUBH 7829 – Public Health Capstone Research Project (2)

**Master of Public Health in Health Services Policy and Management (MPH) – New program
 Concentration**

M.P.H. HEALTH SERVICES POLICY AND MANGEMENT 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX:(912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements

Regular*

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
3. Official scores on the Graduate Record Examination (GRE).
4. A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
5. Three letters of reference

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisions admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

COURSE REQUIREMENTS:

Public Health Core Courses..... 16
Hours

PUBH 5110G – Introduction to Public Health (1)
 PUBH 6131 - Biostatistics (3)
 PUBH 6132 - Environmental Health (3)
 PUBH 6133 - Epidemiology (3)
 PUBH 6134 - Health Services Administration (3)
 PUBH 6135 – Health Behavior Theory (3)

Health Services Policy and Management Courses..... 24
Hours

HSPM 7131 – Principles of Organizational Theory and Behavior in Health Services Management (3)
 HSPM 7133 – Health Policy, Issues, and Ethics (3)
 HSPM 7135 – Health Policy Design, Implementation, and Evaluation (3)
 HSPM 7137 – Health Care Finance and Payment Systems (3)
 HSPM 7230 – Health Services Leadership and Strategic Planning (3)
 HSPM 7233 – Information Management and Decision-Making in Health Services Management (3)
 Guided Electives (6)

Practicum and Culminating Experience 5
Hours

PUBH 7730 – Practicum in Public Health (3)
 PUBH 7829 – Public Health Capstone Research Project (2)

Justification: The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.

Master of Health Services Administration (MHSA) – Revision to existing program to include new courses and course revisions

M.H.S.A. HEALTH SERVICES ADMINISTRATION 39 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX:(912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements

Regular*

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
3. Official scores on the Graduate Record Examination (GRE).
4. A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
5. Three letters of reference

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisions admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

COURSE REQUIREMENTS:

Health Services Administration Courses..... 15 Hours

- PUBH 6131 - Biostatistics (3)
- PUBH 6133 - Epidemiology (3)
- PUBH 6134 - Health Services Administration (3)
- HSPM 7137 – Health Care Finance and Payment Systems (3)
- HSPM 7133 – Health Policy, Issues, and Ethics (3)

Business Courses..... 12 Hours

- ACCT 6130 – Accounting and Control (3)
- CISM 7330 – Information Technology Management (3)
- ECON 6230 – Foundations of Economics (3)
- MGNT 6331 – Foundations of Management and Marketing (3)

Guided Electives - Select 2 from the following:6 Hours

- HSPM 7131 – Principles of Organizational Theory and Behavior in Health Services Management (3)
- HSPM 7135 – Health Policy Design, Implementation, and Evaluation (3)
- HSPM 7230 – Health Services Leadership and Strategic Planning (3)
- HSPM 7233 – Information Management and Decision-Making in Health Services Management (3)

HSPM 7330 – Strategies for Managed Care (3)
 HSPM 7334 – Long Term Care Administration (3)
 FINC 6230 – Foundations of Corporate Finance (3)
 MGNT 6330 – Quantitative Methods for Business (3)
 PBAB 7531 – Public Program Evaluation (3)
 PBAD 7337 – Environmental Management and Policy (3)

Managerial Residency 6
Hours

HSPM 7769 – Managerial Residency in Health Services Administration (6) **OR** PUBH 7999 – Thesis Project (6)

Master of Health Services Administration (MHSA) Concentration for MBA students – New program concentration

HEALTH SERVICES ADMINISTRATION CONCENTRATION 12 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX:(912) 681-5811. <http://jphcoph.georgiasouthern.edu>

This concentration is designed to develop the knowledge and skills needed to assume entry level management positions in the health care industry. While this program is designed for MBA students, interested graduate students from other areas can elect to take this concentration.

COURSE REQUIREMENTS:

PUBH 6134 - Health Services Administration (3)
 HSPM 7131 – Principles of Organizational Theory and Behavior in Health Services Management (3)
 HSPM 7133 – Health Policy, Issues, and Ethics (3)
 HSPM 7137 – Health Care Finance and Payment Systems (3)

Justification: The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.

MOTION: Dr. Jerry Wilson moved to approve the program revisions and new program concentrations from the Jiann-Ping Hsu College of Public Health. Dr. John Nauright provided the second. The motion was passed.

COLLEGE OF HEALTH AND HUMAN SCIENCES

Department of Hospitality, Tourism and Family & Consumer Sciences

Course Revisions

SMGT 6330 Social and Ethical Issues of Sport – Course title change

Change title to Social and Ethical Issues of Sport and Leisure

Justification: More accurately reflects direction of program.

RECR 7236 Philosophy of Recreation – Course title and catalog description change

Change title to History and Philosophy of Leisure and Sport

Current Catalog Description

A critical inquiry into the philosophies of recreation focusing on a review of these philosophies as they relate to leisure in modern society.

Proposed Catalog Description

A critical inquiry into the history and philosophies of leisure and sport to gain an understanding of the concepts surrounding, and operation of, the modern leisure and sport industries.

Justification: More accurately reflects the direction of the program goals.

MOTION: Dr. Jerry Wilson moved to approve the course revisions from the Department of Hospitality, Tourism and Family & Consumer Sciences. Dr. Ron MacKinnon provided the second. The motion was passed.

Program Revisions

Master of Science in Recreation Administration – Revisions to the Program of Study – Catalog copy

These changes have been made to reflect both the market realities and abilities of faculty to enhance delivery of the program in Recreation Administration. Many of our students work in public use facilities and having a facility and event class as a core option meets a student need. Additionally, no law class was required in the previous program and students need to have material taught to them in law and risk management. Finally, social and ethical issues in sport and leisure has been added in place of issues in recreation as a focused class examining sociological and ethical issues in the sport and leisure industries. Students will now complete the requirements plus guided electives and a thesis or internship.

M.S.

RECREATION ADMINISTRATION

36 HOURS

Advising: Department of Hospitality, Tourism and Family and Consumer Sciences, Dr. *John Naurigh*
~~Henry Eisenhart~~, Georgia Southern University, P.O. Box 8077 8034, Statesboro, GA 30460, (912) 486-7427
681-5345, FAX: (912) 681-0276 0386 E-Mail: jnaurigh@georgiasouthern.edu
~~henry-e@georgiasouthern.edu~~, http://chhs.georgiasouthern.edu/m_recreation.html

Admission Requirements

Regular

For unqualified admission to the College of Graduate Studies to pursue work leading to the Master of Science (Major in Recreation Administration), the applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by a proper regional accrediting association.
2. A 2.5 (4.0 scale) cumulative grade point average or higher in undergraduate work.
3. Minimum Graduate Record Examination (GRE) subtest scores of 450 Verbal, plus 450 Quantitative or Analytical, to meet a subtest score total of 1200; or minimum subtest scores of 450 Verbal, 450 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. One may also score 44 on the Miller Analogies Test (MAT) or make an acceptable score on the Graduate Management Test (GMAT). GMAT scores are evaluated by the following formula: 200 x overall GPA + the GMAT score must equal no less than 1000 for regular admission.
4. An undergraduate major in Recreation or a discipline closely related to one of the recognized emphasis areas associated with undergraduate recreation education.
5. Successfully completed a three semester hour introductory recreation course and a three semester hour introductory statistics course. Those candidates who have not completed the above courses will be required to complete these or equivalent courses prior to or during graduate course work. Exceptions to this requirement must be approved by the Chair of the Department of Hospitality, Tourism and Family

and Consumer Sciences.

6. Three letters of recommendation by persons familiar with the applicant's academic and/or employment experience.

Provisional

Provisional admission may be granted with a 2.5 undergraduate grade point average and minimum GRE subtest scores of 400 Verbal plus 400 Quantitative or Analytical for a subtest score total of 1100; or minimum subtest scores of 400 Verbal, 400 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. Provisional admission may also be granted with a 40 MAT; or GMAT scores are evaluated by the following formula: $200 \times \text{overall GPA} + \text{the GMAT score}$ must equal no less than 950 for provisional admission.

Program of Study

The Chair of the Department of Hospitality, Tourism and Family and Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

Required Recreation Core Requirements 18 Hours

- RECR 6030 - Selected Topics in Recreation and Sport (3) **OR** RECR 7830 - Directed Individual Study (3) **OR** *SMGT 6337 Sport Facility & Event Management (3)*
- ~~RECR 6230 - Computer Applications in Recreation and Sport Management (3)~~
- SMGT 6330 - Social and Ethical Issues of Sport and Leisure (3)*
- RECR 7230 - Research Methods and Statistical Applications in Recreation and Sport Management (3)
- ~~RECR 7235 - Issues and Trends in Recreation (3)~~
- RECR 7236 - ~~Philosophy of Recreation (3)~~ *History and Philosophy of Leisure and Sport (3)*
- RECR 7237 - Recreation Management (3)
- SMGT 7335 - Sport Law and Risk Management*

Required Administrative 9 Hours

Select ~~9 hours~~ from the following:

- ~~Public Administration~~
- ~~PBAD 7130 - Ethics in Government (3)~~
- ~~PBAD 7230 - Budgeting for State and Local Government (3)~~
- ~~PBAD 7330 - Intergovernmental Relations (3)~~
- ~~PBAD 7331 - Managing Small Cities and Towns (3)~~
- ~~PBAD 7430 - Public Personnel Management (3)~~
- ~~PBAD 7631 - Public Sector Management (3)~~
- ~~Business~~
- ~~LSTD 7130 - Legal and Ethical Issues in Business (3)~~
- ~~MGNT 6331 - Foundations of Management and Marketing (3)~~
- ~~MGNT 7330 - Leadership and Motivation (3)~~

***EMPHASIS AREA, ADVISOR APPROVED ELECTIVES/THESIS OPTION GUIDED ELECTIVES**

9 for Internship & 12 for Thesis 9-12 Hours

Students may choose electives *in any of the following areas or from advisor approved options*: that will lead to an emphasis in an area such as:

- Environmental Studies
- Natural and Cultural Resource Management
- Hospitality
- Tourism
- Sport Management
- Historic Preservation

Kinesiology

Higher Education

Sociology

Business

Psychology

Public Administration

In addition to course work, non-thesis students must pass a written Comprehensive Examination which is administered in the student's final semester.

INTERNSHIP OPTION 9 Hours

Students may choose the internship which will fulfill 600 hours of full time work experience. Internships must be approved by the student's advisor.

THESIS OPTION.....6 Hours

This option is for students who have an interest in research and is strongly recommended for those students planning to pursue doctoral study. Students, with support from their major professor and committee, will develop a thesis proposal, conduct appropriate research, analyze results, and produce a finished written product. Students must follow all policies and guidelines developed by the College of Graduate Studies. The thesis option is completed by a thesis defense.

~~*Students selecting the thesis option receive six semester credit hours.~~

Master of Science in Sport Management – Course title revisions – Catalog copy

Include title changes to better utilize program faculty and resources.

M.S.**SPORT MANAGEMENT****36 HOURS**

Advising: Department of Hospitality, Tourism and Family and Consumer Sciences, Dr. John Nauright, Georgia Southern University, P. O. Box 8077, Statesboro, GA 30460, (912) 486-7427, FAX: (912) 681-0386

Admission Requirements**Regular**

For regular admission to the College of Graduate Studies to pursue graduate work leading to the Master Of Science (Major in Sport Management), the applicant must have:

1. Completed requirements for the Bachelor's degree in a college or university accredited by the proper regional accrediting association.
2. A 2.75 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. Minimum Graduate Record Examination (GRE) subtest scores of 450 Verbal plus 450 Quantitative or Analytical, to meet a subtest score total of 1200; or minimum subtest scores of 450 Verbal, 450 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. One may also score 44 on the Miller Analogies test (MAT) or make an acceptable score on the Graduate Management Admission Test (GMAT). GMAT scores are evaluated by the following formula: $200 \times \text{overall GPA} + \text{the GMAT score}$ must equal no less than 1000 for regular admission.
4. Two letters of recommendation by persons familiar with the applicant's academic or professional experience.
5. Successful completion of a personal interview with members of the faculty.

Provisional

Provisional admission may be granted with a 2.5 undergraduate grade point average and minimum GRE subtest scores of 400 Verbal plus 400 Quantitative or Analytical for a subtest score total of 1100; or minimum subtest scores of 400 Verbal, 400 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. Provisional admission may also be granted with a 36 MAT or 950 GMAT formula.

Program of Study

The Chair of the Department of Hospitality, Tourism and Family and Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

Sport Management Core 12 Hours

SMGT 6335 - Sport Administration (3)

SMGT 7330 - Research Methods and Statistical Applications in Recreation and Sport Management (3)

SMGT 7335 - Sport Law and Risk Management (3)

SMGT 7337 - Sport Marketing (3)

Guided Sport Management Electives 6-15 Hours

RECR 6030 - Selected Topics in Recreation and Sport (3)

RECR 6230 - Computer Applications in Recreation and Sport Management (3)

SMGT 6030 - Selected Topics in Sport Management (3)

SMGT 6330 - ~~Social and Ethical Issues in Sport (3)~~ *Social and Ethical Issues in Sport and Leisure (3)*

SMGT 6337 - Sport Facility and Event Management (3)

SMGT 7339 - Strategies for Sport Finance (3)

Guided Business Electives 6-9 Hours

MGNT 7330 - Leadership and Motivation (2)

MGNT 7332 - Management of Not for Profit Organizations (3)

MGNT 7335 - Entrepreneurship (3)

MGNT 7338 - The Human Resource Process (3)

MKTG 7431 - Strategic Marketing Management (3)

MKTG 7435 - Global Marketing (3)

MKTG 7830 - Special Topics in Marketing (3)

Thesis/Internship Option

Thesis Option (6 Hours)

This option is for students who have an interest in research and is strongly recommended for those students planning to pursue doctoral study. Students, with support from their major professor and committee, will develop a thesis proposal, conduct appropriate research, analyze results, and produce a finished written product. Students must follow all policies and guidelines developed by the College of Graduate Studies, including the Georgia Southern University Graduate Student Manual. The thesis option is completed by a thesis defense.

Internship Option (9 Hours)

This option is for students whose primary interest lies in a career in the sport industry. The internship may begin upon completion of at least 27 hours of course work. The internship must consist of at least one full academic semester. The student/intern is expected to work 35/40 hours per week. At the conclusion of the internship, the student will make a presentation to faculty on all aspects of their activities during the internship.

MOTION: Dr. Jerry Wilson moved to approve the program revisions from the College of Health and Human Sciences. Dr. Constantin Ogloblin provided the second. The motion was passed.

III. UNFINISHED BUSINESS

Items tabled at the January 26, 2006 Graduate Committee meeting

Center for Women's and Gender Studies

New Course Proposal

WGST 5131G

Sex, Violence and Culture

Uses feminist theories of gender, sexuality, and patriarchal culture to explore the relationship between public and private violence. Placing private violence in a global perspective, this course critiques the gender stakes of economies of domination and exploitation, the war system, and ideologies of family and nation.

Justification: This course remedies a deficiency in the Women's and Gender Studies curriculum. It will also be useful to students in disciplines such as sociology, psychology, political science, interdisciplinary studies, and anthropology

MOTION: The agenda item from the Center for Women's and Gender Studies remained tabled. No representative from the Center was in attendance for discussion.

IV. NEW BUSINESS

Dr. He stated that she was member of the Strategic Planning Council. She recommended that the Graduate College have more input at the Planning Council meetings.

Other committee members endorsed Dr. He's recommendation and recommended that there be: 1) more discussions of the graduate study issues at GSU, 2) dialogue regarding the proposed new degree graduate programs and 3) consideration of the impact on the campus and graduate faculty of increased graduate enrollment and degree offerings.

It was recommended that the committee member's present items for the agenda that they wish to have as dialogue points and that at least one item be placed on the agenda for each meeting. Drs. Flynn and Nettles will select the items and circulate background materials on the topic.

There was strong committee endorsement of this idea.

V. ANNOUNCEMENTS

VI. ADJOURNMENT

MOTION: Dr. John Nauright moved to adjourn the meeting. Dr. Ming Fang He provided the second. The motion was passed.

There being no further business, the meeting was adjourned on February 23, 2006 at 10:25 AM.

Respectfully submitted,

Melanie Reddick
Recording Secretary

Minutes approved March 23, 2006 at the Graduate Committee meeting
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LIBRARY COMMITTEE

Chair: Michele Davis McGibony

UNDERGRADUATE COMMITTEE

Chair: Donna Saye

MARCH 28, 2006, 3:00 P.M. SCIENCE & TECHNOLOGY ROOM 2120

I. CALL TO ORDER

Present: Ms. Camille Rogers, Dr. Donna Fisher, Dr. Donna Saye, Dr. Mary Hazeldine, Dr. Mary Marwitz, Dr. Michael Moore, Dr. Reed Smith, Dr. Sonya Shepherd, Dr. Virginia Richards, Dr. Amy Heaston

Visitors: Ms. Caroline James, Mr. Wayne Smith, Dr. Sandy Peacock, Dr. Shahnam Navaee, Dr. Nancy Shumaker, Ms. Candace Griffith, Dr. Don Armel.

Dr. Donna Saye called the meeting to order at 3:02 p.m.

II. APPROVAL OF AGENDA

A Hazeldine/Shepherd motion to approve the agenda was passed unanimously.

III. ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY

Dr. Don Armel presented the following agenda items for the College of Science & Technology.

New Courses

GCM 2532 - Desktop Publishing II

This course builds on the concepts learned in Desktop Publishing (GCM 1321) and expands on the relationship between desktop publishing and digital prepress. Students examine the techniques and technologies used to create the visual images we see all around us. The concepts taught move the student from beginning desktop publishing into the world of digital prepress. Topics include the prepress working environment, hardware and software considerations, font and file management, bitmap and vector graphics, digital image characteristics, digital imposition, and digital image trapping. Prerequisites: A minimum grade of "C" in GCM 1321 and GCM 1411. Corequisite: GCM 2512. 3 credit hours.

JUSTIFICATION:

This is a required course for all Graphic Communications Management majors. One of the fastest growing areas of graphic communications is digital prepress. Digital prepress encompasses all stages prior to the actual output or publishing of a document. Traditionally this included the knowledge from many different skills and crafts, from typography up to and including printing plate production, the last stage before print production. Today the desktop computer and software are the tools. The skills and knowledge to use that tool are found in desktop publishing. The course is designed to advance the student's knowledge from basic desktop publishing gained in Desktop Publishing (GCM 1321), to the advanced concepts of digital prepress.

GCM 2512 - Desktop Publishing II Laboratory

A laboratory experience that uses detailed instruction and problem solving activities, which students complete through the use of current desktop publishing hardware and software. This course supports the concepts learned in Desktop Publishing II (GCM 2532) through hands-on activities. Topics include digitizing originals, file format usage and creation, file preflight, image trapping, digital imposition, advanced image editing techniques and concepts and advanced desktop publishing techniques and concepts. Prerequisites: A minimum grade of "C" in GCM 1321 and GCM 1411. Corequisite: GCM 2532. 1 credit hour.

JUSTIFICATION:

This is a required course for all Graphic Communications Management majors. One of the fastest growing areas of graphic communications is digital prepress. Digital prepress encompasses all stages prior to the actual output or publishing of a document. Traditionally this included the knowledge from many different skills and crafts, from typography up to and including printing plate production, the last stage before print production. Today the desktop computer and software are the tools. The skills and knowledge to use those tools are found in desktop publishing. The course is designed to advance the student's knowledge from basic desktop publishing, gained in Desktop Publishing Laboratory (GCM 1411), to the advanced concepts of digital prepress. The course will support Desktop Publishing (GCM 2532) by providing a laboratory experience for hands-on activities that emphasize the concepts taught in GCM 2532.

A Smith/Hazeldine motion to approve these new courses was passed unanimously.

IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Nancy Shumaker presented the following agenda items for the Vice President for Academic Affairs.

New Course

UHON 3090 - Honors Enrichment Seminar

An in-depth exploration of a special topic in an honors seminar setting. Reserved for students in the Honors Programs. Topics to be selected by Honors Council based on proposals submitted by faculty. Prerequisite: Honors Student Status. 1-3 credit hours.

JUSTIFICATION:

The course is needed to supplement the honors curriculum for students in the University Honors Program. Most students report that they do not feel like honors students in their Junior and Senior years because they no longer take honors-only classes. This will assist with our ability to retain high-ability students in the honors program. Also, it will give faculty in all academic programs an opportunity to propose class topics that they wouldn't normally get to teach in their degree programs .

NOTE: This item has been tabled.

V. COLLEGE OF HEALTH AND HUMAN SCIENCES

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

Course Revision

FROM: FACS 3025 - Teaching Family & Consumer Sciences

An introduction to educational strategies and materials used in teaching family & consumer sciences in secondary schools. 2 credit hours.

TO: FACS 3035 - Methods of Teaching Family & Consumer Sciences

This course is designed to assist students in understanding planning and instruction in the secondary family and consumer sciences classroom and in becoming familiar with best practices in secondary instruction. Skills will be developed in planning, conducting, and evaluating instruction using classroom and practicum experiences. Major emphasis will be placed on planning, presentation, reflection and assessment, and on developing strategies to facilitate working with the diverse student populations in public schools. 3 credit hours.

JUSTIFICATION:

Hour increase necessary in the transition to MAT program. The FACS ED program in remaining an undergraduate teacher education program and will need a three hour methods course.

A Richards/Hazeldine motion to approve this course revision was passed unanimously.

VI. COLLEGE OF EDUCATION

Dr. Michael Moore presented the following agenda items for the College of Education.

Course Revision

FROM: EDUF 3235 - Cognitive and Language Development of the Special Needs Child

TO: READ 3235 - Cognitive and Language Development of the Child with Special Needs

JUSTIFICATION:

We are requesting a course prefix change as the course content more clearly aligns with the Reading area; in addition, this change would assist special education students in meeting the reading content area requirements for

certification. The title change was made in order to satisfy special education requirements for child-first language.

A Moore/Hazeldine motion to approve this course revision was passed unanimously.

Program Revision

B.S.Ed. - Special Education

JUSTIFICATION:

To meet the mandates of No Child Left Behind to prepare "Highly Qualified" teachers, it is necessary to ensure candidates in Special Education also complete a minimum of 5 courses (15 credit hours) in an area of concentration at the Middle Grades content level. The revised Program of Study reflects the delineation of possible concentration areas. It also includes the revised prefix and title for EDUF 3235 (now READ 3235).

A Moore/Hazeldine motion to approve this program revision was passed unanimously.

VII. COLLEGE OF INFORMATION TECHNOLOGY

Dr. Camille Rogers presented the following agenda items for the College of Information Technology.

Program Revision

B.S. - Computer Science

JUSTIFICATION:

Adds the newly approved course, CSCI 5532, to the list of electives under major requirements.

A Rogers/Fisher motion to approve this program revision was passed unanimously.

VIII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Sandy Peacock presented the following agenda items for the College of Liberal Arts and Social Sciences. Dr. Reed Smith presented the Selected Topics Announcement as information only.

New Course

FILM 3430 - Ireland in Film

The course will consist of a study of films depicting Ireland and the way they represent Irish history, culture, and conflict.

JUSTIFICATION:

FILM 3430 is a cross-listing of a recently approved course, IRSH 3430, "Ireland in Film." When the paperwork for IRSH 3430 was done, we neglected to do the corresponding paperwork for FILM 3430. IRSH 3430 was approved, and we ask that FILM 3430 be likewise approved. We refer all concerned parties to the paperwork already completed for IRSH 3430. The cross-listing will allow Film Studies minors to use the film as partial completion of their minor program.

A Richards/Hazeldine motion to approve this new course was passed unanimously.

Course Revision

FROM: IRSH 3338 - Irish Cultural Identities in Literature Relating to the Famine

TO: IRSH 3338 - Irish Cultural Identities

JUSTIFICATION:

We request a change in the name of the course so that it matches exactly the title of ENGL 3338, Irish Cultural Identities, with which it is cross-listed.

A Richards/Hazeldine motion to approve this new course was passed unanimously

Program Revisions

Film Studies Minor

JUSTIFICATION:

We ask that IRSH, "Ireland in Film," be added to the Film Studies Minor and cross-listed in that minor with FILM 3430, "Ireland in Film." This addition and cross-listing will allow this course to be used by FILM Studies minors as part of their curriculum for the minor. All concerned parties in the Irish Studies and Film Studies programs have approved these requests.

Irish Studies Minor

JUSTIFICATION:

We ask that the course ENGL 3338, currently listed in the Irish Studies Minor as "Irish Cultural Identities in Literature Relating to the Famine," be changed to "Irish Cultural Identities," so that it matches that correct title which already appears on the English Major Program page. We also ask that the course be cross-listed on the Irish Studies Minor as IRSH 3338, "Irish Cultural Identities."

A Richards/Hazeldine motion to approve this new course was passed unanimously

Selected Topics Announcement

BRCT 4030 - Remote Video Productions

JUSTIFICATION:

This experimental course will train students in the operation of Network quality remote video production equipment and techniques of producing/directing video productions for live event coverage.

Students will gain skills for a variety of production crew positions (camera operators, switchers, graphics, audio, tape re-play, etc.) to prepare them for freelance video production jobs with various media networks and regional opportunities. No existing course offers these learning opportunities while promoting GSU events via regional media coverage at the same time

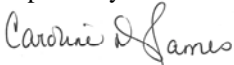
IX. OTHER BUSINESS

None

X. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 3:30 p.m.

Respectfully Submitted,



Caroline D. James
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair : Linda Bleicken, Provost

The AAC meeting scheduled for March 28th at 9:00 a.m. was cancelled.
Submitted by Jean-Paul Carton, Senate Librarian, 2005-2006

A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian's report.

ACADEMIC STANDARDS COMMITTEE

Chair: Godfrey Gibbison

The Academic Standards Committee met on May 11, 2006, May 15, 2006 to consider appeals for early readmission.

Present at the May 11 meeting were Alice Hall (CHHS), Aima Zhang (CIT), Danette Wood (CHHS), Mark Yanochik (COBA), Patricia Humphrey (COST), Iris Durden (LIB), Ming Fang He (COE), Bob Fernekes (LIB), Beverly Graham (CLASS), Godfrey Gibbison (COBA) and Wayne Smith (Registrar).

Present at the May 15 meeting were Aima Zhang (CIT), Bob Fernekes (LIB), Danette Wood (CHHS), Nirmal Das (COST), Mark Yahochik (COBA), Patricia Humphrey (COST), Iris Durden (LIB), Beverly Graham (CLASS), Godfrey Gibbison (COBA) and Wayne Smith (Registrar) and Connie Murphy (Enrolment Management).

On May 11 there were 20 appeals. Seven appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Twelve appeals were denied by the committee. Three of the denied appeals were subsequently appealed to the Dean of the student's respective college. All three appeals were approved.

On May 15 there were 37 appeals. Twenty-one appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Sixteen appeals were denied by the committee. Six of the denied appeals was subsequently appealed to the Dean of the student's respective college and three were approved.

In several cases where appeals were approved by the committee or by the student's Dean the appeal was approved subject to conditions.

At the May 11 meeting committee members noted that several students appeared to be studying in majors that are possibly inappropriate for their interests or aptitude. It was suggested that some students could benefit from career counseling. Other discussions centered on the observation that many students take a full courses load but consistently pass only a fraction of their course if any at all. The committee decided that any student whose appeal is approved by the committee would be subject to restrictions on the number of hours she/he could take in each semester. In addition, where the committee deemed appropriate the student should be required to consult with the staff of the Office of Career Services. The suggestion was also made that the committee recommend to the Provost that students be required to consult with the staff of the Office of Career Services as soon as their GPA falls below a 2.0. That is, to do an aggressive intervention at the point of Probation 1. Some doubt was raised about the ability of the Office of Career Services to manage the consultations from all (approximately) 2100 students whose GPA is below a 2.0. The committee chair was asked to invite the director of the Office of Career Services to the next meeting (or his nominee), subject to his availability to discuss the services offered by the Center.

The Committee also discussed the results of research previously requested from the Registrar. The Committee discussed an apparently greater tendency of East Georgia (EG) students to be on academic probation or exclusion than students who enrolled at Georgia Southern as a freshman (GS) or other transfer students (TS). The supplemental tables* attached to this report provide more details. In summary, over the last eight semesters (excluding summer semesters) on average 24.4% (range 19.3% - 30%) of EG students were not in good academic standing, compared to 14.5% (range 12% - 16.7%) of GS students, and 14.9% (range 12.2% - 17%) of TS students. Although the proportion of EG students who are on probation and exclusion has shown a general downward trend since 2002, the Committee is concerned that such a trend might be reversed in light of the new BOR policies that allow two-year colleges to accept students without considering SAT scores.

Finally, one highlight of the research is that of the **3637** students who have entered Georgia Southern from the East Georgia program since its inception in 1997 a total of **163** have graduated so far.

The director of the Office of Career Services, Mr. Warren Riles, attended the May 15th meeting. He provided a brief overview of the services offered by the Office of Career Services and indicated that he believes the Center could manage the increase in consultations. He also indicates that some students are already being referred to the Center by the Academic Success Center. In later discussion the committee agreed on a set of specific recommendations to be made to the Provost. These recommendations include:

1. To require students to consult with the Office of Career Services as soon as the student is placed on probation.
2. To restrict the student's enrolment as soon as the student is placed on probation to thirteen hours or fewer. This would require a revision of the Academic Intervention Policy as outlined by the 2005-2006 Catalog.
3. Students returning from exclusion as well as students whose appeals have been granted would be subject to the (1) and (2) above.
4. Students should be required to enroll in GSU 1120, "Methods of Learning", as soon as their GPA falls below 2.0.
5. Students falling into the group above might need additional professional attention from individuals who are trained in managing/monitoring students' progress and providing additional academic counseling to students who are struggling academically.

*[Supplemental table 1](#)

*[Supplemental table 2](#)

ELECTIONS COMMITTEE

Chair: David Robinson

No report submitted.

FACULTY WELFARE COMMITTEE

Chair: Mark Welford

No report submitted

FACULTY DEVELOPMENT

Chair: Bill Yang
No report submitted

FACULTY SERVICE

Chair: Michael Nielsen
No meeting since the last Senate meeting.

FACULTY RESEARCH

Chair: Gautam Kundu

MEETING OF MARCH 31, 2006

Present: Gautam Kundu, Larry Stalcup, Joseph Barjis, Greg Brock, Anastatia Sims, John Parrish, Marvin Goss, Julie Cole. Absent: Dana Sparkman,

1. Welcome of Committee by Dr. Gautam Kundu

Members of the Faculty Research Committee are welcomed to the meeting by the chairperson. Dr. Kundu reminds the committee that they will be discussing the Awards of Excellence in Research and making a decision at this meeting.

2. Awards of Excellence

Of the five faculty who were nominated for an Award of Excellence in Research, three submitted their application and documentation for the competition. Those who submitted include Dr. Quentin Fang, Dr. Sophie George, and Dr. Daniel Gleason. Faculty Research Committee members reviewed their submissions prior to the meeting. Scoring sheets that were completed by Committee members prior to the meeting are reviewed and provided a one number score for calculating. Committee members each assigned a 1, 2 or 3 to each person's application. These numbers are then added to obtain a final score for each submission. The top two scores are that of Quentin Fang and Daniel Gleason. The Committee notes that all of the submissions are excellent, and the decision was a difficult one.

ORSSP will complete a letter to send to the Provost's Office to inform Dr. Bleicken of the two awardees.

3. All members were thanked for their service and hard work in this competition. Meeting adjourned.

GRADUATE COMMITTEE

Chair: Richard Flynn

MEETING OF MARCH 23, 2006

College of Graduate Studies Conference Room

Present: Dr. Richard Flynn, CLASS; Dr. Saundra Nettles, COGS; Dr. Ron MacKinnon, CIT; Dr. Robert Vogel, CPH; Dr. Constantin Ogloblin, COBA; Dr. Ming Fang He, COE; Dr. John Nauright, CHHS; Dr. Jerry Wilson, COBA; Dr. Donna Saye, COST; Dr. Xiezhang Li, COST; Dr. Bede Mitchell, LIB; Dr. Robert Cook, CIT;

Others: Dr. Dick Diebolt, COGS; Mr. Wayne Smith, Registrar's Office; Ms. Candace Griffith, Academic Affairs; Dr. Jim Bradford, CIT; Dr. Vladan Jovanovic, CIT; Dr. Jim Harris, CIT; Ms. Melanie Reddick, COGS;

Dr. Richard Flynn called the meeting to order March 23, 2006 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as amended.

II. APPROVAL OF THE MINUTES OF THE FEBRUARY 23, 2006 GRADUATE COMMITTEE MEETING

The minutes were approved as written.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF INFORMATION TECHNOLOGY

Department of Computer Sciences

New Program Proposal

Master of Science in Computer Sciences

M.S. COMPUTER SCIENCES30 HOURS

Advising: College of Information Technology, Department of Computer Sciences, Dr. Bob Cook, Georgia Southern University, P.O. Box 7997, Statesboro, GA 30460, (912) 681-0892, E-mail: robertcook@georgiasouthern.edu.

Admission Requirements

Regular

The applicant must be recommended for admission to the M.S. degree program by the Department depending on the selected option. To be admitted into the M.S. degree program an applicant should:

1. Possess a bachelor degree or equivalent from a regionally accredited college or university, and
2. Have a 3.5 in undergraduate major [without GRE] from an accredited program

OR

3. Have a minimum 3.0 GPA (4.0 scale) in all undergraduate work (3.0 on a 4-point scale), and a 3.0 in the major and
4. Submit a competitive score on the general GRE, and
5. Submit a minimum Toefl score of 213 CBT (550 Paper Based) (Required for international applicants or applicants whose native language is not English). The Toefl will be waived for international applicants who have graduated from a U.S. College or university.

Provisional

Applicants who meet most (but not all) of the Regular admission requirements may be admitted on a Provisional basis. Applicants granted Provisional admission must earn grades of "B" or higher in their first nine (9) hours of courses taken under the Provisional admission status. Any other conditions of Provisional admission will be stated in the admission letter. Applicants with such admission status may take graduate-level courses counting toward the M.S. degree requirements. It is every student's responsibility to satisfy his or her conditions of admission as soon as possible after acceptance.

Non-Degree

Applicants who have a high number of deficiencies may be granted Non-Degree admission to the College of Graduate Studies to take a limited number of graduate level courses.

Program of study

The graduate student and the graduate advisor shall develop a Program of Study that consists of 30 hours of graduate course work, including 9 hours of core courses, 9 hours in a concentration area and either 9 hours of elective classes at the 7000 level with 3 hours of CSCI 7899 (project option) or 6 hours of elective classes at the 7000 level with 6 hours of CSCI 7999 (thesis option).

General Requirements**Core Requirements****9 Hours**

CSCI 5332/5332G - Data Communications (3)

CSCI 5432/5432G - Database Systems (3)

CSCI 5530/5530G - Software Engineering (3)

Areas of Concentration**9 Hours**Networking

CSCI 7334 - Unix Network Programming (3)

CSCI 7336 - Broadband Communication (3)

CSCI 7337 - Optical Networks (3)

Data and Knowledge Engineering

CSCI 7434 - Data Mining (3)

CSCI 7435 - Data Warehousing (3)

CSCI 7436 - Internet Programming (3)

Software Engineering

CSCI 7532 - Advanced Software Engineering (3)

CSCI 7533 - Requirements and Architecture (3)

CSCI 7534 - Testing and Measurement (3)

Electives**6 or 9 Hours**

CSCI 7090 - Selected Topics in Computer Science (3)

CSCI 5xxxG - (by approval) (3)

Any CIT 5xxx and 7xxx courses from the IS, IT or CS Departments (by approval) (3)

Project Option (during the last semester)**3 Hours**

CSCI 7899 - Capstone Project (Applied Research Project) (3)

Students taking internship or working in the field of study are encouraged to take the project option.

Thesis Option (not in the same semester)**6 Hours**

CSCI 7999 - Thesis (6)

Students with GPA over 3.8 are encouraged to take Master thesis option.

Justification: In order to attract companies to this region of Georgia, it is necessary to have a highly qualified workforce. The Master of Computer Science degree is a program that will shape this workforce for the region and is a key in supporting the State of Georgia's Economic Development Councils' agenda for the building of a high-technology corridor along Interstate 16.

In addition to developing a highly skilled workforce, Georgia Southern University College of IT is actively involved in promoting companies to move or contract computing services to rural areas, also known as "rural outsourcing". Rural outsourcing is poised to become the next wave of technology related jobs in the United States. Georgia Southern University is perfectly situated to create this type of talent pool.

In terms of raising the level of education in the region, the Master of Computer Science will create much needed SACS-accredited faculty for 2-year and 4-year institutions. It will also provide a pool of talented graduate students to be employed at the university as lab assistants and tutors.

The Georgia Southern University Computer Sciences Department has a large minority (35%) and female enrollment (12 % with 75% of that minority) in the undergraduate program as well as a number of highly qualified minority graduates interested in the proposed Masters in Computer Science. Offering a Masters in Computer Science will open opportunities in the technology field to this underrepresented group.

This applied Master of Computer Science degree program at Georgia Southern University will be the only such degree program offered in the southeastern region of Georgia. Of the two other universities in the region, Armstrong Atlantic University offers a Master of Computer Science, but the program is highly theoretical in nature and Augusta State University does not have a Master of Computer Science degree.

New Course Proposal

CSCI 7999 Thesis

Justification: Thesis option for CS Masters proposal.

MOTION: Dr. Robert Cook moved to approve the new program proposal with revisions and new course proposal from the Department of Computer Sciences. Dr. Ron MacKinnon provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

Items tabled at the February 23, 2006 Graduate Committee meeting

Motion: Dr. Ming Fang He moved to un-table the new course proposal from the Center for Women's and Gender Studies. Dr. Constantin Ogloblin provided the second. The motion was passed.

Center for Women's and Gender Studies

New Course Proposal

WGST 5131G Sex, Violence and Culture

Uses feminist theories of gender, sexuality, and patriarchal culture to explore the relationship between public and private violence. Placing private violence in a global perspective, this course critiques the gender stakes of economies of domination and exploitation, the war system, and ideologies of family and nation.

Justification: This course remedies a deficiency in the Women's and Gender Studies curriculum. It will also be useful to students in disciplines such as sociology, psychology, political science, interdisciplinary studies, and anthropology

MOTION: Dr. Ming Fang He moved to approve the new course proposal from the Center for Women's and Gender Studies. Dr. Constantin Ogloblin provided the second. The motion was passed.

V. NEW BUSINESS

1. Dr. Sandra Nettles distributed a list of current graduate degree programs, majors and study concentrations to the committee.
2. Dr. Nettles also informed the committee that the Office of Admissions and the College of Graduate Studies would be holding meetings with the academic college department chairs, graduate

- program directors and others regarding the development of graduate recruitment strategies and plans.
3. Dr. Nettles stated that the College of Graduate Studies will be developing a series of workshops for graduate students covering such topics as Research Writing, Interviewing Techniques, Resume Writing and Ethical Conduct in Research.
 4. Dr. Bede Mitchell remarked that the Library would like to conduct workshops on the effective use of the Library information systems to enhance graduate study and the graduate student experience. There are currently two workshops offered in the library for graduate students by Dr. Sonya Shepherd; "Thesis & Dissertation Formatting" and "Graduate Assistant Research Forum". More information can be found online at <http://library.georgiasouthern.edu/workshops.html>. Individual assistance is also available from Dr. Shepherd.
 5. Dr. Nettles stated that the College of Graduate Studies needed to have data to support requests for additional funding to address some of the graduate study needs.
 6. Dr. Robert Cook stated that the institution needed to be more creative in finding opportunities to fund more graduate assistantships and at a higher stipend rate.
 7. Others stated that there needs to be way to grant tuition waivers for graduate students who have held graduate assistantship during the academic year but not during the summer, to be able to enroll in summer courses with a tuition waiver.
 8. Dr. Li raised the issue of graduate math students being permitted to teach basic mathematics undergraduate courses.
 9. Others remarked about the expanded use of graduate students in teaching undergraduate courses and stated that for graduate students proposing to be future faculty members, the teaching experience would be a valuable learning experience. It was also stated that GSU should make teaching a part of the graduate experience.
 10. Dr. Dick Diebolt stated that COGS would be conducting a survey of peer, aspirational and state graduate schools to get current information on graduate assistant stipends.

Other:

1. Dr. Dick Diebolt provided information on the new TOEFL test and asked that the committee set a minimum admission TOEFL score and/or minimum admission subtest scores for the College of Graduate Studies.

VI. ANNOUNCEMENTS

VII. ADJOURNMENT

MOTION: Dr. Ron MacKinnon moved to adjourn the meeting. Dr. Ming Fang He provided the second. The motion was passed.

There being no further business, the meeting was adjourned on March 23, 2006 at 10:15 AM.

Respectfully submitted,

Melanie Reddick
Recording Secretary

Minutes approved by email to the Graduate Committee on April 17, 2006. A quorum of 11 positive votes was received. One abstention vote was received. No negative votes were received.

MEETING OF APRIL 27, 2006

April 27, 2006, Graduate Committee Meeting, College of Graduate Studies Conference Room

Present: Dr. Richard Flynn, CLASS; Dr. Sandra Nettles, COGS; Dr. Ron MacKinnon, CIT; Dr. Robert Vogel, CPH; Dr. Constantin Ogloblin, COBA; Dr. Ming Fang He, COE; Dr. Sonya Shepherd, LIB; Dr. Jerry Wilson, COBA; Dr. Donna Saye, COST; Dr. Xiezhong Li, COST; Dr. Bede Mitchell, LIB

Others: Dr. Dick Diebolt, COGS; Mr. Wayne Smith, Registrar's Office; Ms. Candace Griffith, Academic Affairs; Ms. Melanie Reddick, COGS; Dr. Amy Lori, CLASS; Dr. Sandra Peacock, CLASS; Dr. Shahnam Navaee, COST; Dr. Kelly Denson, COST; Dr. Goran LeSaja, COST

Dr. Richard Flynn called the meeting to order April 27, 2006 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as written.

II. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS**COLLEGE OF SCIENCE AND TECHNOLOGY****Department of Biology****New Course Proposal****BIOL 5237G Physiological Ecology**

Examines how physiological adaptations of animals and plants to abiotic environmental factors (e.g., temperature, salinity, moisture, ultraviolet radiation) contribute to the understanding of local species diversity, biogeographic patterns, and habitat exploitation. Emphasis is placed on how physiological function (e.g., osmoregulation, thermoregulation, gas exchange, energy use) interfaces with ecology and evolutionary biology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Justification: There is a need for 3 hour lecture classes (i.e., no lab component) in the Department of Biology because of the demand for such courses by biology majors as well as science education majors. This class provides a unique perspective on biology because it integrates concepts from several biological subdisciplines (physiology, biochemistry, ecology, and evolution). This course has been successfully taught as a BIOL 5099 Selected Topics course during Fall 2004 and Fall 2005.

MOTION: Dr. Donna Saye moved to approve the new course proposal from the Department of Biology. Dr. Robert Vogel provided the second. The motion was passed.

Selected Topics Announcement**BIOL 5099G Chemical Ecology**

This is a course for undergraduate and graduate students (5099/G). Chemical ecology emphasizes chemical communication between and within species. The topic incorporates behavior, evolution, ecology, molecular and neurobiology as well as chemistry. Material will be presented through lectures, class discussions, demonstrations and student presentations that will require reading of the primary literature. The theoretical framework, methodologies and applications of research in chemical ecology will be explored. Chemical Ecology is an expanding area of the biological sciences with its own journals and professional society. Students will be exposed to the broad arena of organisms, research approaches, theoretical constructs and applications in this dynamic field. This course complements other offerings in the department.

Department of Mathematical Sciences

Course Deletion

MATH 7899 Research Project in Applied Mathematics

Justification: This course has been replaced by two new courses: MATH 7895 (Research) and MATH 7999 (Thesis).

New Course Proposals

MATH 7895 Research

Graduate students will conduct a program of independent research under the direction of a thesis advisor or an advisory committee on a topic in Mathematical Sciences. Results of the research will be presented as a thesis impartial fulfillment of the requirement of the Master of Science degree.

Justification: The two new proposed course sequences MATH 7895 (Research) and MATH 7999 (Thesis) are proposed to replace MATH 7899 (Research Project in Applied Mathematics). Math 7899 contains both the research and the thesis components. These components are separated in the new proposed sequence of courses. The new structure will allow for more flexibility and better focuses the attention of students for each task. In MATH 7895 the emphasis is on conducting research in mathematical sciences under the supervision of a thesis advisor with the intention to produce results that will be written in the form of a thesis. In MATH 7999 the research conducted in the MATH 7895 will be finalized and the results will be written in the form of a thesis. The new course MATH 7895 (Research) is required for the major.

MATH 7999 Thesis

Results of independent research conducted under the direction of a thesis advisor will be presented as a thesis in partial fulfillment of the Master of Science degree. The thesis will be defended before an advisory committee.

Justification: The two new proposed course sequences MATH 7895 (Research) and MATH 7999 (Thesis) are proposed to replace MATH 7899 (Research Project in Applied Mathematics). Math 7899 contains both the research and the thesis components. These components are separated in the new proposed sequence of courses. The new structure will allow for more flexibility and better focuses the attention of students for each task. In MATH 7895 the emphasis is on conducting research in mathematical sciences under the supervision of a thesis advisor with the intention to produce results that will be written in the form of a thesis. In MATH 7999 the research conducted in the MATH 7895 will be finalized and the results will be written in the form of a thesis. The new course MATH 7999 (Thesis) is required for the major.

MOTION: Dr. Donna Saye moved to approve the course deletion and new course proposals from the Department of Mathematical Sciences. Dr. Ron MacKinnon provided the second. The motion was passed.

Program Revision

Master of Science – Mathematics

The proposed change in the core requirement for the degree provides for a better foundation for our students as the department continues its efforts to improve upon the existing degree program.

It is important to note that the proposed change does not impact the computer science concentration.

The existing core is revised as follows: Operations Research (MATH 5330G) and Discrete Simulations (CSCI 5230G) have been replaced by Intermediate Linear Algebra (MATH 5335G) and Analysis II (MATH 5332G).

Also note that the Research Project in Applied Mathematics (MATH 7899) is replaced with two new courses: Research (MATH 7895) and Thesis (MATH 7999). This change results from the need to have a formal thesis.

M.S.

MATHEMATICS

**~~30~~ 36 HOURS COURSE WORK
~~6 HOURS RESEARCH PROJECT~~**

Advising: College of Science and Technology, Department of Mathematical Sciences, Dr. Jimmy Solomon, Georgia Southern University, P.O. 8093, Statesboro, GA 30460, (912) 681-5390, E-mail: jsolomon@GeorgiaSouthern.edu

Admission Requirements

Regular

For regular admission to the College of Graduate Studies to pursue work leading to this degree, the applicant must have:

1. Completed requirements for the Bachelor's degree in a science, engineering, or mathematical discipline at a regionally accredited college or university.
2. Submitted scores from the Graduate Record Examinations to the College of Graduate Studies.
3. Successfully completed courses in calculus, probability, and linear algebra.
4. Successfully completed additional prerequisite courses as applicable for particular concentrations. See the department website <http://cost.georgiasouthern.edu/math/>.

Provisional

Applicants who do not meet admission requirements may be admitted provisionally, but must take appropriate undergraduate courses before receiving regular admission. Admission of an applicant who is deemed marginal may require that an interview be conducted by a committee of graduate faculty members from the department.

Non-Degree

Non-degree students are accepted on an individual basis as space is available. Upon the advisor's recommendation, up to a maximum of 9 credit hours earned as a non-degree student may be included in the program of study if a non-degree student is granted regular admission.

Program of Study

The graduate student and the graduate advisor shall develop a Program of Study that consists of 30 hours of graduate course work, including 12 hours of core courses, and 18 hours of elective courses. In addition, the Program of Study will include a 6-semester hour research project in the area of concentration. Of the 36 required credit hours, at least 18 must be at the 7000 level.

General Requirements

Core Requirements (12 Semester Hours)

~~CSCI 5230G – Discrete Simulation (3)~~

~~MATH 5330G - Operations Research (3)~~

MATH 5332G - Analysis II (3)

MATH 5335G - Intermediate Linear Algebra (3)

MATH 7231 - Advanced Numerical Analysis I (3)

STAT 5531G - Statistical Methods I (3)

Electives in Concentration Area (18 Semester Hours)

Selected Courses in MATH, STAT, or CSCI. See the department website for information on acceptable courses for each concentration. The specific courses must be approved by the departmental graduate advisor. A maximum of two elective courses may be taken from outside the student's concentration area. These must be approved by the departmental graduate advisor.

Research Project in Concentration Area (6 Semester Hours) (3 Semester Hours)

MATH 7895 - Research

Thesis in Concentration Area (3 Semester Hours)

MATH 7999 - Thesis

~~The student must submit a written report in compliance with requirements and procedures similar to those with a thesis. In addition, the student is required to complete a successful defense of the results of the research project before a faculty committee.~~

Each candidate for the Master of Science in Mathematics must complete a thesis on a subject approved by the student's advisor. The thesis must be defended before a student advisory committee. The presentation part of the defense is open to the public.

MOTION: Dr. Donna Saye moved to approve the program revision with editorial revisions from the Department of Mathematical Sciences. Dr. Jerry Wilson provided the second. The motion was passed.

College of Liberal Arts and Social Sciences

Department of History

New Course Proposal

HIST 7791 Graduate Internship in History

Designed to give graduate students in History applied history experiences in museums, historical societies, historical sites, or other venues approved by the History Department chair. May be taken only by History graduate students. Maximum of 3 credit hours may apply toward the M.A. degree for students pursuing the thesis option; maximum of 6 credit hours may apply toward the M.A. degree for students pursuing the non-thesis option. Will not substitute for thesis credit or non-thesis project credit required for the M.A. degree.

Justification: HIST 7791, Graduate Internship in History, will allow students to take advantage of opportunities in applied history settings such as museums, historical societies, and other venues where they can employ their historical training in a professional setting. Graduate students would need to have completed 18 hours of graduate-level course work in History, with a gpa of 3.0 (both overall and in History course work) before becoming eligible for an internship. We will also devise further application procedures in consultation with organizations providing internship opportunities. Since it will not be required for graduate students to have an internship, we expect it to be limited, but we would like to have the course in place for students who might benefit the most from it. For students pursuing the thesis option, a maximum of 3 credit hours of HIST 7790 could be applied toward the M.A. degree; for those pursuing the non-thesis option, a maximum of 6 hours could be applied toward the M.A. degree. Internship credit will not replace either thesis or non-thesis project requirements.

MOTION: Dr. Jerry Wilson moved to approve the new course proposal from the Department of History. Dr. Ming Fang He provided the second. The motion was passed.

Department of Writing and Linguistics

New Course Proposals

WGST 5633G Writing the Body

Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative. Graduate students will be given additional assignments not required of undergraduate students.

Justification: Writing the Body fulfills upper division area requirements for the Minor in Women and Gender Studies and as a 5000-level course may be an elective for graduate students.

WRIT 5633G Writing the Body

Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative. Graduate students will be given additional assignments not required of undergraduate students.

Justification: Writing the Body fulfills upper division area requirements for the Major in Writing and Linguistics and as a 5000-level course may be an elective for graduate students.

MOTION: Dr. Donna Saye moved to approve the new course proposals from the Department of Writing and Linguistics. Dr. Ming Fang He provided the second. The motion was passed.

Department of Psychology

Selected Topics Announcement

PSYC 5030G Selected Topics: Psychology, Arts and Artists

Drawing on psychoanalysis and on existential, humanistic, and transpersonal psychology, this course will explore the personal process of artistic creativity.

Department of Writing and Linguistics**Selected Topics Announcement****WRIT 5030G Selected Topics in Writing: Classroom Writing Strategies**

Through an interactive workshop format, students will read, write, discuss, and make presentations about how to establish writing's place in all subject areas at any grade level. The course focus will be on designing practical, student-friendly writing assignments as well as workable assessment strategies that each student will be able to take back to the classroom. Graduate students will be given additional assignments not required of undergraduate students.

WRIT 5030G Selected Topics in Writing: Software Documentation

Introduction to writing software documentation for technical writers. This course will focus on the design of information for online help authoring environments, including attention to audience, word choice, tables and graphics, indexing, and editing and review. The course will also introduce students to tools used in the industry such as Web page composing software, RoboHelp, or other relevant applications. Graduate students will be given additional assignments not required of undergraduate students.

WRIT 5030G Selected Topics: Psychology, Arts and Artists

Drawing on psychoanalysis and on existential, humanistic, and transpersonal psychology, this course will explore the personal process of artistic creativity.

III. UNFINISHED BUSINESS

Dr. Nettles informed the committee that, to ensure that the established procedures were followed for the submission of new programs, she would have to review the proposal for the Master of Science in Computer Science submitted during the March 23, 2006 Graduate Committee meeting. She further indicated that the proposal could not move forward to the Faculty Senate for action until she endorsed the proposal. Since she did not have prior discussion with the College of Information Technology and the Computer Science Department regarding the proposal, she wanted to be sure that the proposal fit within the guidelines for new program review and approval.

Dr. Diebolt asked the Graduate Committee to set minimum admission TOEFL Internet Based Test (iBT) scores since the TOEFL iBT is currently administered in the U.S., Canada, France, German, Italy and Puerto Rico and will be administered in other locations on a scheduled established by ETS. Information regarding the TOEFL iBT was distributed to the Committee at the March meeting. The TOEFL iBT has a total score range of 0 to 120 compared to the computer-based test with score total ranging from 0 to 300 and the paper-based test with score totals ranging from 200-677. The iBT has sub-test sections in Listening, Reading, Speaking and Writing each scored from 0-30. The current minimum admission score is 213 for the computer-based test and 550 for the paper-based test. According to ETS score comparisons, a total score of 80 on the iBT would be equivalent to 213 for the computer-based test and 550 for the paper-based test. Dr. Diebolt recommended that the Committee consider; (a) setting the minimum admission total iBT score at 80; or (b) setting minimum sub-test scores for the College of Graduate Studies. He stated that if the Committee set the minimum College of Graduate Studies score, the academic Colleges and/or departments could set higher minimums for their respective graduate programs.

MOTION: Dr. Jerry Wilson moved that the minimum iBT total score be set at 80 for the College of Graduate Studies and that the departments could set a higher admission minimum score. Dr. Donna Saye provided the second. The motion was passed.

Dr. Nettles informed the Committee that the BOR passed a Student Health Insurance plan that would include mandatory coverage for designated student groups and be optional for others. She asked Dr. Diebolt to brief the Committee on the Student Health Insurance policy and how it could impact graduate students. Dr. Diebolt stated that the University System of Georgia awarded the student health insurance contract to Pearce & Pearce, with home offices in Florence, SC. He also reported that the Student Health Insurance policy requires mandatory coverage for designated students groups that includes all graduate students holding a tuition waived graduate assistantship, graduate assistantship where the tuition is covered from a grant, international graduate students and graduate students enrolled in program that require proof of health insurance. The premium cost for the mandatory plan is \$810 per year with a projected \$20 per year service fee. Diebolt indicated that GSU has between 250 and 270 graduate assistants. Considering 270 graduate assistants and a premium of \$830 per year would require nearly \$225,000 additional funding to meet this expense. He reported that according to information from the Business Office, GSU allocated funds could not be used to cover the premium.

This would mean that graduate assistants would have to pay their own premium cost (amounting to a 15 percent reduction in their spendable income from the minimum GA stipend) or that the institution would have to agree to increase the GA stipend amount by an amount equal to the mandatory premium from which the premium would be deducted.

MOTION: Dr. Donna Saye moved that the Committee endorse a proposal that the institution increase the GA stipend by an amount at least equal to the mandatory health insurance plan yearly premium so that the graduate assistants do not have to take a stipend cut to meet this mandate. Dr. Ming Fang He provided the second. The motion was passed.

IV. NEW BUSINESS

V. ANNOUNCEMENTS

Dr. He announced that a delegation from China would be on campus next week. She indicated that there is an interest in implementing and expanding joint research ventures in response to the government funded U.S. and China Initiative. She indicated that the College of Graduate Studies and the College of Education would host the delegation during their stay. She indicated that contacts made and initiatives developed could be very beneficial to all parties involved.

Dr. Nettles announced that the proposal to offer the Doctor of Psychology was approved by the Board of Regents. President Grube along with Vice President Bleicken, Dr. Heaston, Dr. Hudak, Dr. Hardy and Dr. Murray were present for the announcement.

Dr. Vogel announced that the College of Public Health has developed a proposal to offer the Doctorate of Public Health. He indicated that the College wanted to present the proposal to the Board of Regents this summer and asked that the Graduate Committee be prepared to review the proposal that will be presented at the May meeting.

VI. ADJOURNMENT

MOTION: Dr. Donna Saye moved to adjourn the meeting. Dr. Ming Fang He provided the second. The motion was passed.

There being no further business, the meeting was adjourned on April 27, 2006 at 9:45 AM.

Respectfully submitted,

Melanie Reddick
Recording Secretary

****NOTE****

Minutes approved by email to the Graduate Committee on May 10, 2006. A quorum of 11 positive votes was received. No negative votes were received.

THE MS IN COMPUTER SCIENCE PROPOSAL WAS SUBMITTED AND APPROVED BY THE GRADUATE COMMITTEE AT THE MARCH COMMITTEE MEETING. HOWEVER, TO COMPLY WITH NEW PROGRAM REVIEW PROCEDURES, THE PROPOSAL MUST BE APPROVED BY THE GRADUATE DEAN. SINCE THE GRADUATE DEAN HAS NOT YET APPROVED THE PROPOSAL, THE PROPOSAL IS NOT BEING SUBMITTED TO FACULTY SENATE FOR ACTION AT THIS TIME.

MEETING OF MAY 25, 2006

Present: Dr. Richard Flynn, CLASS; Dr. Sandra Nettles, COGS; Dr. Ron MacKinnon, CIT; Dr. Robert Vogel, CPH; Dr. Sonya Shepherd, LIB; Dr. Jerry Wilson, COBA; Dr. Donna Saye, COST; Dr. Bob Fernekes, LIB; Dr. Jim Bradford, Academic Affairs

Others: Dr. Dick Diebolt, COGS; Mr. Wayne Smith, Registrar's Office; Ms. Candace Griffith, Academic Affairs; Ms. Melanie Reddick, COGS; Dr. Eric Nelson, CLASS; Dr. Sandra Peacock, CLASS; Dr. Stephanie Kenney, COE; Dr. Charles Hardy, CPH; Dr. Erik Brooks, CLASS; Dr. Shahnam Navaee, COST

Dr. Richard Flynn called the meeting to order May 25, 2006 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as amended.

II. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Mathematical Sciences

New Course Proposal

MATH 5435G Introduction to Topology

An introduction to metric spaces, topological spaces, connectedness and compactness of topological spaces, and continuous functions on topological spaces. Graduate students enrolled in this course will complete one or more assignments that the undergraduate students will not be required to complete.

Justification: This course is designed to be an elective in the mathematics department. The intent of the course is to provide students with an introduction to metric spaces and general topological spaces. Besides being itself an important and active branch of mathematics, topology serves as the foundation for many other branches of mathematics such as analysis and geometry. Additionally, topology finds applications in many other scientific fields like theoretical computer science and molecular biology.

MOTION: Dr. Donna Saye moved to approve the new course proposal from the Department of Mathematical Sciences. Dr. Ron MacKinnon provided the second. The motion was passed.

Course Revision

MATH 5430G Mathematical Models in Population Ecology

Change Course Title from

Mathematical Models in Population Ecology

To

Introduction to Mathematical Biology

Change Catalog Description from

An introduction to discrete and continuous time models that arise from the study of ecological populations. Difference equation, matrix equation, and ordinary differential equation models for populations will be formulated and analyzed both analytically and numerically. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

To

An introduction to applications of mathematics to various biological, ecological, physiological, and medical problems, which will be analyzed both analytically and numerically. Graduate students will be given additional assignments that will not be completed by undergraduate students.

Change Prerequisites from

MATH 1441 to MATH 3230 and Permission of Instructor

Justification: The current course description restricts the instructor in the topics that should be covered in the course. Mathematical biology is a growing area of study and has numerous applications beyond those in ecology. Our students are better served by broadening the range of topics to be covered.

MOTION: Dr. Jerry Wilson moved to approve the course revision from the Department of Mathematical Sciences. Dr. Sonya Shepherd provided the second. The motion was passed.

College of Liberal Arts and Social Sciences

Department of Writing and Linguistics

Course Revision

WRIT 5550G Technologies of Writing**Change Prerequisites from****ENGL 1102 and 6 Hours of writing courses above the 2000 level****To****Admission to graduate level standing**

Justification: This course explores critical approaches to technologies of writing and the impact of technologies on what and how we write across a variety of disciplines. The course is designed to serve undergraduate students from such majors as Writing and Linguistics, Political Science, Education, CIS, and, IT, as well as graduate students in various programs (e.g., MBA, M.Ed., MA, etc.). As such, the course needs to remain at the 5000-level with no other prerequisites.

MOTION: Dr. Jerry Wilson moved to approve the course revision from the Department of Writing and Linguistics. Dr. Donna Saye provided the second. The motion was passed.

Department of History**Course Deletion****HIST 7939 Non-Thesis Project in History**

Justification: Somehow we ended up with two courses titled "Non-Thesis Project in History." The course we want to retain, HIST 7990, is the correct one and carries variable credit, from 1 to 6 hours. This course to be deleted, HIST 7939, is a three-credit hour course. We decided that the variable credit would better serve our students who choose the non-thesis option for the MA. For example, if a student registered for 3 hours of non-thesis project credit (which they must have to fulfill degree requirements) but failed to complete the project during that semester, he/she could register for only one more credit hour during the next semester to complete, rather than having to register for another 3-hour course.

MOTION: Dr. Jerry Wilson moved to approve the course deletion from the Department of History. Dr. Ron MacKinnon provided the second. The motion was passed.

College of Education**Department of Teaching and Learning****Program Revision****Master of Arts in Teaching (M.A.T.) Program Change**

Clarification in MAT emphasis areas and admission requirements.

- (1) The Professional Standards Commission dropped the Broad Fields Social Science Certification. Candidates now have to become certified in one or more of the Social Science Areas: history, geography, political science, or economics.
- (2) In addition to Broad Fields Science, candidates may also emphasize one or more of the specific science areas: biology, chemistry, geology, or physics.
- (3) Candidates seeking an MAT in Special Education must complete Praxis II if they are completing their field experience as an internship.

MASTER OF ARTS IN TEACHING

33-48 Hours

Contact: Department of Teaching & Learning, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Program Intent and Admission Requirements:

The MAT leads to initial teaching certification and a master's degree for those persons who hold a bachelor's degree from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

Study Concentration/Track 1: Secondary Education certification (6-12) for candidates who hold a bachelor's degree in English, business, mathematics, ~~science, social science,~~ *history, geography, economics, political science, chemistry, biology, geology, physics,* or related field.

Study Concentration/Track 2: Middle Grades certification (4-8) for candidates who hold a bachelor's degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

Study Concentration/Track 3: Special Education certification (P-12) for candidates who hold a bachelor's degree in psychology, counseling, child and family development, or a closely-related field.

Study Concentration/Track 4: P-12 Education certification for candidates who hold a bachelor's degree in Art or Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education's Director of Advisement and Certification, is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements**Regular**

1. Hold a bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
5. Submit passing scores on the PRAXIS I exam or be exempted by acceptable SAT, ACT, or GRE scores.
6. Submit a passing score on the PRAXIS II exam in the area for which one is seeking certification. (~~Not required for the MAT in Special Education.~~) *(Not required for the MAT in Special Education except for candidates who are in a teaching position and expect to complete their field experience requirements through an internship.)*
7. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MAT Program Sequence**Step One: The following courses are prerequisites to Steps 2 and 3:**

.....6-9 Hours
EDUF 7130 - Learning Theories and Applications (3)

SPED 6130 - Introduction to Special Education (3)
ITEC 7530 - Instructional Technology Foundations (3) **or** PSC Test-Out Option

[Review for admission to the Teacher Education Program (TEP), required for progression to Step Two.]

Study Concentration/Track One: Secondary Education with Teaching Fields in ~~Science, Social Science, Mathematics, English, or Business~~ Biology, Chemistry, Geology, Physics, History, Geography, Political Science, Economics, Broad Fields Science, Mathematics, English, or Business. *Candidates in one of the science fields or social science fields are encouraged to complete additional courses in order to pursue certification in several or all of the disciplines in science or in the social sciences. There is a broad fields science test one can take for candidates seeking certification in one or more of the science fields; however, for the social sciences, candidates must take separate tests for the different social science fields in order to be certified in more than one of the social science disciplines.*
(Grades 6-12)27 Hours

Step Two: Secondary Education Block (9 hours to be taken concurrently):

SCED 6131 - Curriculum and Methods for the Secondary School (3)
ESED 6738 - Supervised Practicum (3)
Appropriate Advanced Methods Course: MSED 6437 Social Science Methods, MSED 6237 Science Methods, MSED 6537 Mathematics Methods, MSED 6337 Language Arts Methods, or MSED 6637 Business Education Methods.

Step Three: Supervised Internship (9 hours):

ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of SCED 6799]

Step Four: Course work required for completion of the MAT degree (9 hours):

MSED 7131 - Enhancing Student Performance in the Middle-~~&~~ *and* Secondary Schools (3)
EDUR 7130 - Educational Research (3)
SCED 8633 - Seminar in Secondary Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Two: Middle Grades Education (Grades 4-8)

.....39 Hours

Step Two: Middle Grades Education Block (9 hours to be taken concurrently):

MGED 6131 - Curriculum and Methods for the Middle Grades (3)
ESED 6798 - Supervised Practicum (3)
Appropriate Advanced Methods Course in One's Primary Concentration Area: MSED 6437 Social Science Methods,
MSED 6237 Science Methods, MSED 6537 Mathematics Methods, or MSED 6337 Language Arts Methods

Step Three: Supervised Internship and Reading/Writing Instruction (12 hours):

ESED 6799 - Supervised Internship (9)
MSED 5333G - Literature & Writing for the Middle-~~&~~ *and* Secondary Schools (3)

[Candidates may apply for initial T-4 certification upon successful completion of MGED 6799]

Step Four: Additional course work required for completion of the MAT degree (18 hours):

MSED 7131 - Enhancing Student Performance in the Middle ~~&~~ *and* Secondary Schools (3)
EDUR 7130 - Educational Research (3)

Advanced Methods Course in Second Concentration Area: MSED 6437 Social Science Methods
 MSED 6237 Science Methods, MSED 6537 Mathematics Methods or MSED 6337 Language Arts
 Methods
 MGED 8131 - Integrated Curriculum for the Middle Grades (3)
 MGED 8132 - Effective Middle Schools (3)
 MGED 8633 - Seminar in Middle Grades Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Three: Special Education (Grades P-12)

.....36-39 Hours

Step Two: 9 Hour Special Education Prerequisite Content Block

SPED 6230 - Assessment *& and* Procedures in Special Education (3)
 SPED 6231 - Special Education Laws *& and* Procedures (3)
 SPED 6330 - Classroom Management (3)

Step Three: 12 Hour Special Education Content For Teaching Block

SPED 7631 - Perspectives on Characteristics of Mild Disabilities (3)
 SPED 7632 - Methods for Mild Disabilities (3)
 SPED 7133 - Collaboration Across the Life Span (3)
 READ 7131 - Approaches to Reading Instruction (3)

Step Four: 6-9 Hour Supervised Internship*

SPED 7736 - Internship in Special Education
 *6 hours if currently employed as a teacher of students with mild disabilities; otherwise 9 hours

[*Candidates may apply for initial *T-4* certification —~~*T-4*~~ upon successful completion of SPED 7736]

Step Five: Additional Coursework for the MAT degree completion (9 hours):

EDUR 7130 - Educational Research (3)
 SPED 7136 - Language Development (3)
 **SPED 7630 - Seminar in Special Education (3)
 **Capstone course includes an exit project for the MAT

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration/Track Four: P-12 Education with Teaching Fields

<u>In</u>	<u>Art</u>	<u>or</u>	<u>Spanish</u>	<u>(Grades</u>	<u>P-12)</u>
.....					27-30 Hours

Art Education (30)

Step Two: Art Education Pedagogy and Supervised Practicum (9 hours):

Art 7432 - Curriculum and Methods in P-5 Art Education (3)
 Art 7433 - Methods in Middle and Secondary School Art (3)
 Art 7438 - Curriculum Development in Art Education (3)

Step Three: Supervised Internship (9 hours)

ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (12 hours):

EDUR 7130 - Educational Research (3)
9 hours of graduate level art education courses approved by the advisor (9)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Spanish Education (27)

Step Two: Foreign Language Pedagogy and Supervised Practicum (9 hours):

FORL 6431 - Foreign Language Methods P-8 (3)
FORL 6432 - Foreign Language Methods 9-12 (3)
FORL 6393 - Foreign Language Practicum (3)

Step Three: Supervised Internship (9 hours):

ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

Step Four: Additional course work required for completion of the MAT degree (9 hours):

EDUR 7130 - Educational Research (3)
6 hours of graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Other Program Requirements (for all Tracks)

- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Jerry Wilson moved to approve the program revision from the Department of Teaching and Learning. Dr. Donna Saye provided the second. The motion was passed.

College of Public Health

New Degree and Program Proposal

Preliminary and Full Degree Proposals for Doctor of Public Health (Dr.P.H.) with 3 Program Concentrations in Biostatistics, Community Health Behavior and Education, and Public Health Leadership

Dr.P.H.

BIOSTATISTICS

63 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX: (912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

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- biostatistics
- epidemiology
- health behavior/health education
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- environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of "B" or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of "B" or better before progressing to the Public Health Sciences and Public Health Practice Cores of the Dr.P.H. program;
- Three (3) letters of recommendation. Two must be from graduate faculty members and the third from a work supervisor;
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- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately proceeding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
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COURSE REQUIREMENTS:

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Courses..... 15 Hours

PUBH 8131 Sampling Methodology (3)
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 PUBH 8135 Social and Behavioral Aspects of Health (3)

Community-Based Practice Core

..... 9 Hours

PUBH 9131 Community-Based Participatory Research in Public Health (3)
 PUBH 9133 Community-Based Public Health Program Planning and Evaluation (3)
 PUBH 9135 Public Health Funding and Grantsmanship (3)

Advanced Courses in

Biostatistics.....24 Hours

BIOS 9130 Research Seminar in Biostatistics
 BIOS 9131 Advanced Statistical Inference for Biostatisticians - I
 BIOS 9133 Advanced Statistical Inference for Biostatisticians - II
 BIOS 9231 Bayesian Statistics I
 BIOS 9233 Bayesian Statistics II
 BIOS 9331 Meta-Analysis
 BIOS 9333 Applied Longitudinal Data Analysis
 BIOS xxxx Guided Elective

Doctoral Public Health Field

Practicum.....6 Hours

PUBH 9760 Doctoral Preceptorship in Public Health (6 credit hours – 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.

Dissertation

.....9 Hours
 PUBH 9999 Dissertation (9 hours)

Dr.P.H. COMMUNITY HEALTH BEHAVIOR AND EDUCATION 63 HOURS

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Advanced Courses in Community Health Behavior and Education

..... 24 Hours

- CHBE 9130 Research Methods in Community and Behavioral Health
- CHBE 9131 Behavioral Determinants of Healthy People and Healthy Communities
- CHBE 9133 Public Health Emergencies and Community Preparedness
- CHBE 9231 Health Across the Lifespan
- CHBE 9233 Social Marketing Theory and Methods for Health Education and Promotion
- CHBE 9331 Health Disparities and the Rural Underserved
- CHBE 9333 Global Health
- CHBE Guided Elective

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Dr.P.H.**PUBLIC HEALTH LEADERSHIP****63 HOURS**

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- PHLD 9130 Health Services Research Methods
- PHLD 9131 Foundations and Strategies for Health Organization Leadership
- PHLD 9133 Health Organization Communication
- PHLD 9231 Health Informatics and Decision Making
- PHLD 9233 Enterprise Resource Planning and Management in Health Organizations
- PHLD 9331 Seminar in Health Services Policy, Regulation, Ethics and Advocacy
- PHLD 9333 Strategic and Contingency Planning
- PHLD Guided Elective

Doctoral Public Health Field**Practicum.....6 Hours**

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Georgia Southern University
Doctorate of Public Health
Preliminary Proposal

1. How will the new doctoral degree meet statewide, regional, local, and University System of Georgia (USG) needs?

The Doctorate of Public Health (Dr.P.H.) is a professional terminal degree with an applied public health focus. Students are trained for advanced science-based practice and practice-oriented research in public health settings and prepared for private- and/or public-sector careers in public health practice, research, and education. The Dr.P.H. is a versatile degree which prepares individuals to manage private and public agencies, provide guidance in defining health-related goals and priorities, recommend health policy, and interact with other agencies at all levels (Turnock, 2001). Georgia Southern has designed its proposed Dr.P.H. degree to align with the criteria articulated by the Council on Education for Public Health (CEPH)—the accrediting body of schools and colleges of public health. Specifically, graduates will specialize in one of three areas within public health: (1) Biostatistics, (2) Community Health Behavior and Education, or (3) Public Health Leadership. Through its preparation of public health professionals, Georgia Southern's Dr.P.H. will provide Georgia with the technical and scientific expertise, the tools, and the leadership necessary to create healthier communities with healthier people.

General population health is perhaps the single most important factor in determining a community's success; however, the multi-faceted nature of 21st century disease trends continues to challenge the public health workforce in communities throughout the United States. Although life expectancy has risen considerably over the past several decades, society faces significant hurdles related to improving the health of the nation. Chronic diseases such as heart disease, cancer, and stroke account for approximately 70% of all deaths in the United States (Centers for Disease Control and Prevention, 2004). Furthermore, data suggest that over 90 million Americans live with a chronic illness of which 25 million people experience either disability or physical activity limitations due to these conditions. Medical costs associated with chronic diseases account for approximately 75% of the nation's \$1.4 trillion medical care budget. Further complicating these trends are health disparities whose reduction is a formidable task.

In Georgia, the trends cited above are compounded by the rural nature of a significant portion of the state. Among the state's 159 counties, approximately 56% (n=89) are considered "rural," according to the metropolitan statistical area classification (UGA, 2006). From a health perspective, rural Georgians are less likely to be healthy than their urban counterparts (ORHS, 2006) and are more likely to be under-insured or uninsured. Additionally, rural Georgians are more likely to suffer from conditions such as heart disease, obesity, and cancer compared to urban dwelling Georgians. From a public health practice standpoint, training a committed and skilled workforce increases the probability that substantive change in population health can be achieved.

Mortality and morbidity trends indicate that Georgians are among the least healthy people in the United States. Overall health status in Georgia is relatively "poor" as compared to other states and ranks 43rd nationally (United Health Foundation, 2006). Although some health status indicators are "fair" to "good," many others such as infant mortality (44th), total mortality (41st), cardiovascular disease (41st),

infectious disease (47th), and lack of health insurance (43rd) consistently rank in the lower quartile. Data from the National Center for Health Statistics (2006) indicate elevated age-adjusted mortality rates (958.9/100,000) and infant mortality rates (8.7/1,000) in Georgia compared to national averages (853.3/100,000 and 6.9/1,000, respectively). Death rates due to cardiovascular disease are 12% higher in Georgia than nationally (Georgia Division of Public Health, 2006). In fact, heart disease accounts for 35% of all deaths in the state and, in 2003, was responsible for more than \$3.3 billion dollars in medical related expenditures. Additional statistics from the Division of Public Health (2006) suggest that cancer-related mortality accounts for approximately 22% of all deaths in the state. When examining cancer-specific mortality trends, death associated with lung (94.0/100,000) and prostate (38.0/100,000) cancer in Georgia exceed observed mortality at the national level (80.0/100,000 and 33.0/100,000, respectively).

Georgians' health behaviors further contribute to the problem. The Division of Public Health (2006) reports that 24.7% of adult Georgians are considered obese, 20% currently use cigarettes, and 25.8% report no physical activity. Moreover, 25.5% of women (40+ years) report never having received a mammogram, and 12.5% of women report never having received a pap smear. Lastly, nearly 44% of individuals (50+ years) report never having received a sigmoidoscopy or colonoscopy.

In spite of top-quality medical facilities and major advances in health care, Georgia persistently ranks near the bottom in the nation in terms of overall health, risky behavior, and cause-specific mortality. Many factors contribute to the health trends in Georgia, but failure to address observed health disparities will have significant and long-term ramifications. Without question, the poor health of Georgians reduces the efficiency of Georgia's workforce, increases health care costs, and reduces longevity and quality of life. Until recently, little effort has been made to improve population health through health promotion and disease prevention. Even under the best of circumstances, behavioral change is difficult and incremental. Positive results will only be observed following a sustained commitment to impact public health. The first step in demonstrating this commitment is to provide well-trained public health practitioners. Through continued and concerted efforts, health status indicators will continue to improve, and Georgia's success as a national and global competitor will be assured.

Unfortunately, few statistics are available on the state of the public health workforce in Georgia. However, in the year 2000, 8,020 people in the state were employed in public health (Public Health Workforce Study, 2005). Eighty-five percent (n=6,817) of these individuals were employed at either the district or local level. Most local and district officials report that few staff members have formal public health training. Nationally, it was estimated that one public health worker was employed for every 635 people in the year 2000. This number represented a decrease in the ratio of public health workers to population as assessed 30 years earlier. Recent national workforce data indicates that the median full-time equivalent of public health workers is 13. Current estimates suggest that 42% of local health departments have less than 10 full-time equivalent public health workers, thereby suggesting a shortage. From a skills and competencies perspective, estimates suggest that only 44% of the public health workforce have a formal public health education. The Institute of Medicine (IOM) report, *Who Will Keep the Public Healthy?*, noted that only a small portion of the total public health workforce has received any formal public health education. The report recommends that universities take the lead in preparing individuals for senior-level responsibility in public health practice, research, and training.

Former American Public Health Association (APHA) President Milton Roemer (1986, 1988, 1993) has written extensively on the need for practice-centered doctoral training represented by the Dr.P.H. degree. In many areas, public health practice is administered and supervised by medical doctors. The State of Georgia is a prime example of this model. There are 18 public health districts in the state, and each district is directed by a medical doctor. Roemer contends that clinically trained individuals are well suited for directing medical treatment of patients; however, undergraduate and graduate medical training focuses very little on substantive population-based disease prevention and health promotion. Effective leadership of the public health program in the modern world requires doctoral level professionals broadly prepared in the meaning, philosophy, and strategies of public health (Roemer, 1986). To accomplish this level of education requires not only an expansion in the number of programs offering the professional

doctor of public health, but a considerable expansion in the number of schools of public health worldwide.

Further evidence of the need for the Dr.P.H. degree is drawn from the success of the Community Health Scholars program sponsored by the W.K. Kellogg Foundation. The Community Health Scholars program provides graduates of schools and colleges of public health with a post-doctorate experience linking research to practice, which is the core of Georgia Southern's proposed program. Georgia Southern's Dr.P.H. will be on the leading edge of an increasing demand for such degree programs.

There is also an increased demand for public health professionals with advanced training at the local and state level, both in the public and private sector. It is anticipated that the practice-oriented training of graduates will be attractive to numerous human service and research organizations, including organizations such as the United Way which began requiring evaluation of programs funded by this organization. In these instances, the dilemma for many non-profit, charitable organizations is the fact that very few of these agencies have the expertise to assess the validity of evaluation. Moreover, those agencies receiving funding also have limited ability to conduct measured evaluations. It is anticipated that graduates of the proposed program would be able to fill this need for evaluation expertise in many communities as consultants or as employees of the organizations. In addition, several health care institutions and foundations have increased their emphasis on evaluation and research as a tool to improve service and monitor change in a community or state, as evidenced in a recent report published by the W.K. Kellogg Foundation (1998). This report concluded that evaluation capacity within foundations and their partners needs to become a priority, particularly in response to the growing number of foundations supporting community health efforts.

Finally, graduates of the proposed program will be employable in nationally recognizable research institutions in Georgia and throughout the nation. Organizations such as the Centers for Disease Control and Prevention, National Institutes of Health, National Cancer Institute, Health Services and Research Administration, National Center for Health Statistics, National Science Foundation, World Health Organization, and others will provide ample opportunities to graduates with a terminal public health degree.

Recently, there has been an increase in the number of regional Master of Public Health (M.P.H.) programs (Medical College of Georgia, Georgia State University, East Carolina University) and regional universities establishing schools or colleges of public health (Georgia Southern University, University of Georgia, University of Florida, University of Maryland, East Tennessee State University). This increase reflects the general trend in the growth of resources being allocated to public health efforts across the region and is evidence of a growing demand for more professionals. It is anticipated that the demand for Dr.P.H. graduates will continue. Academic institutions offering majors, either at the graduate or undergraduate levels, in disciplines such as public health, health and human performance, education, medicine, dentistry, allied health, and public policy also provide obvious employment opportunities for graduates with a Dr.P.H. It is reasonable to assume that employment opportunities at colleges and universities for graduates who are Dr.P.H.-trained will continue to grow as well.

In 2004, the Board of Regents of the University System of Georgia acknowledged the need to increase the number of public health workers trained to address the emerging needs of the state by adopting the University System of Georgia's (USG) Strategic Plan for Public Health Education, Research, and Service. The objective of the USG Strategic Plan for Public Health is to ensure that the system becomes one of the national leaders in public health education, research, and service. Currently, there are over 180 doctoral programs offered in higher education institutions in Georgia, but none within the University System of Georgia (USG) offers a Dr.P.H. Only 7 of the 180 programs (3.8%) have a tangential relationship to public health. The table below illustrates the various doctoral degree programs related to public health currently available in Georgia.

Georgia State University	PhD in Nursing
Medical College of Georgia	Doctor of Medicine Doctor of Nursing Science
University of Georgia	PhD in Health Promotion and Behavior PhD in Exercise Science PhD in Toxicology

The Rollins School of Public Health at Emory University offers the Ph.D. in Biostatistics, Epidemiology, Behavioral Sciences and Health Education, Health Services Research and Health Policy, and Nutrition and Health Sciences. These data show a paucity of Dr.P.H. programs in the state.

2. How many students will the proposed new doctoral degree accommodate? How many of these students will be new students to the institution?

The Dr.P.H. program will accommodate 45 students with 15 students in each of the three program concentration areas. Initially, it is anticipated that the majority of the students will be recruited directly from Georgia Southern University—especially graduates from the M.P.H. and Master of Health Services Administration (M.H.S.A) degree programs. Over time, it is anticipated that the number of students new to the institution will rise.

These projections are based upon the favorable response Georgia Southern has received to its M.P.H.-Community Health Education emphasis and M.H.S.A. degree programs with both showing rapid enrollment growth since inception (Fall 1998). From a start of seven students, these programs have grown to a five-year average enrollment of 17.33 students (1999-2004). As of May 2006, current enrollment figures for the M.P.H.-Community Health Education emphasis and M.H.S.A. are 22 and 18, respectively. The current enrollment for the M.P.H.-Biostatistics is nine students. (This emphasis area was added in Fall 2002.) Of the 49 students in all three programs, 67% (n=33) were undergraduate students at Georgia Southern University, 16% (n=8) are international students, 8% (n=4) are from in-state institutions, and 8% (n=4) are from out-of-state institutions. The numbers demonstrate three trends: (1) positive response to the new programs and subsequent rapid growth of enrollment, (2) draw of undergraduate students at Georgia Southern University into the graduate programs, and (3) interest in the University's public health programs among international students, particularly students from China and India.

Extrapolation of these data suggest that a rich student pool currently exists from which to draw upon for the proposed doctoral degree. It is anticipated that current enrollment would be six Dr.P.H. students in the first year (two per program) with a potential growth attainment of 15 per program. Of the six students anticipated in the first year, four would likely be from the M.P.H./M.H.S.A. programs while the other two might be drawn from the regional, national, and/or international pool. With a minimum of three full-time faculty per program concentration area, this projection establishes an initial student/faculty ratio of 5:1. As the minimum Council on Education for Public Health (CEPH) criteria are achieved of five full-time equivalent faculty in each area of study in the doctorate degree program, the ratio will change to a 3:1 student/faculty index. The low student to faculty ratio will allow for adequate mentoring, ample research opportunities, and high-quality professional training. Flexibility in course scheduling and catering to non-traditional, as well as traditional students, will build a strong and adequate base of full- and part-time students.

3. How much will the proposed new doctoral degree program cost to operate? Each new doctoral degree proposal must detail expected costs in each cell in the following matrix:

Table 1 Estimated Program Costs

	Faculty	Staff	Operations	Non-	Library	Technology	Facilities
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				Library Academic Support			
Up-front				135,000		0	0
One-time					6,400	0	0
Continuing	1,022,720	24,824	48,600	135,000	15,500	6,000	0

Faculty = 7.15 EFT Salary Projected at an Average of \$85,000 each plus Fringe Benefits (\$799,000 Salary and \$223,720 Fringe Benefits)

Staff = .5 EFT Salary Projected at \$15,913 plus Fringe Benefits at \$8,911

Operations = \$48,600 total: Supplies/Expenses = \$23,850; Travel = \$24,750;

Non-Library Academic Support = 3.375 EFT Graduate Assistantship Funding for First and Second Year Students, and 3.375 EFT Graduate Assistantship Funding for Third Year Students. Total funded = 18 out of the 30 in the program at Year 3.

Library = One Time \$6,400 Library Purchases; Year 3 Library Budget = \$15,500.

Technology = Equipment (Computers n= 3 will be refreshed every year to ensure that faculty members have updated technology every 3-4 years) = \$6,000

No facility costs have been included as the University is currently renovating Cone Hall to house the Jiann-Ping Hsu College of Public Health (JPHCOPH) and the Dr.P.H. program. Occupancy is expected prior to program origination in Fall 2007.

4. **Given the probability that new state funding for new doctoral degrees will be limited, and that when it is available, it will be directed primarily toward new doctoral degree programs that help meet statewide rather than regional or local needs, what are the specific funding sources and totals for the proposed new doctoral degree, that is, will funding come from state, community, industrial/corporate, alumni, foundation, student, or other sources, and how much will come from each source? (Commentary must be specific as to funding source and to whether funding is on-hand, pledged, in-kind, or other.)**

Table 2 Specific Funding Sources and Amounts

Amount of State Funding	Amount of Foundation Funding	Amount of Student Funding	Amount of Other Funding
1,218,659	\$125,000	39,528	0

Total Revenue Sources = \$1,383,187

Amount of State Funding represents allocation of existing resources.

Amount of Foundation Funding represents return of 5% of the 2.5 million dollar endowment.

Amount of Student Funding represents tuition from students. This figure represents tuition from 12 of the 30 students enrolled. The remaining 18 will be on Graduate Assistantships which carry reduced matriculation fee.

5. **What is the level of faculty, staff, student, alumni, local, regional, and statewide support for the proposed doctoral degree, and for the change in sector that the proposed degree may bring with it? How has that support been gauged (i.e., via surveys, focus groups, meetings, etc.)?**

Strong support for a Dr.P.H. degree has been demonstrated by faculty, staff, students, and alumni. Past program reviews in the public health discipline reveal the level of university support; the M.P.H. program was one of a select few degree programs at Georgia Southern designated to be "enhanced." This designation allows for additional resource allocation and program growth. Inherent in the program growth is support for a terminal degree program in public health. Indeed, within the program review document, it was explicitly stated that there was a need for, and support of, a doctoral program in public health.

Simultaneously, a task force comprised of faculty and administrators from the College of Health and

Human Sciences (CHHS) met over the course of a year to address the College's reorganization. Recommendations of the taskforce, and subsequent meetings with the entire faculty of CHHS, led to the establishment of the Department of Public Health. During this process, consensus from faculty, staff, and the administration was that this "department" was a stepping stone to a "school" of public health.

Following support from the Board of Regents for the enhancement of the M.P.H. and the reorganization into the Department of Public Health, Dr. Karl Peace gave a major endowment in honor of his wife, Jiann-Ping Hsu, to support a School of Public Health at Georgia Southern. The Board of Regents approved the Jiann-Ping Hsu School of Public Health (JPHSOPH), allowing for the School to pursue the five emphasis areas and a doctoral program. The recent elevation of the JPHSOPH to the Jiann-Ping Hsu College of Public Health (JPHCOPH) and the naming of a Founding Dean indicate the administration's support of the development of the Dr.P.H. and the JPHCOPH. The faculty in the JPHCOPH have been developing the organizational structure and the resource capacity to support the Dr.P.H. program and meet the accreditation criteria of CEPH for colleges/schools of public health. Moreover, the recent Carnegie Foundation for the Advancement of Teaching designation of Georgia Southern University as a Doctoral/Research University demonstrates that the University has positioned itself to advance graduate education and research in concert with its strong historical commitment of offering a superior undergraduate educational experience.

Establishment of the first School of Public Health in the University System of Georgia in January 2004, and the recent elevation of the JPHSOPH to the JPHCOPH by the USG/Board of Regents (BOR) effective January 1, 2006, also demonstrates support for the establishment of the Dr.P.H. In the minutes of the 2004 BOR meeting, it is stated that "the new school will establish a plan to become an accredited school of public health within five to seven years" (Minutes of the Meeting of the Board of Regents of the University System of Georgia, January 13 and 14, 2004, p. 19). Moreover, the USG Administrative Committee on Public Health Education, Research and Service (August 2005) minutes indicate that Georgia Southern University intends to offer the Dr.P.H. in order to become an accredited college/school of public health. This was followed up at the May 4, 2006 meeting of the Administrative Committee where the Founding Dean, Charles J. Hardy presented the curriculum plans to the committee and received positive responses from the committee.

In a survey of currently enrolled M.P.H. students in the JPHCOPH, 78.8% of the students indicated their interest in pursuing a doctoral degree in public health. Of the alumni, 64% indicated that they would seriously consider a terminal degree, and 70% indicated an interest in the Dr.P.H. at Georgia Southern University. The JPHCOPH receives calls or emails frequently from students seeking information concerning the establishment of a doctoral program in public health. Indeed, the current level of interest exceeds initial capacity for enrollment of the inaugural class. Additional needs assessment is being conducted to include medical directors of the Health Districts, directors of Community Health Centers, directors of Public Health Departments, and directors of Area Health Education Centers.

Throughout the planning process for the Dr.P.H., support from individuals at every level of engagement has been articulated. Minutes from the Board of Regents meetings as well as reports from the University's program review process document support for, and commitment to, the Dr.P.H. degree.

6. Is there significant opposition to the proposed new doctoral degree and to the change in sector that may accompany it? If so, please identify the opposition and explain it.

There is no known opposition to the proposed new doctoral degree and to the change in sector that may accompany it. The proposal is anticipated by all faculty and administrators because a terminal/doctoral degree is required to achieve CEPH accreditation as a College of Public Health. The recent release of the Carnegie Foundation for the Advancement of Teaching classification system reported Georgia Southern University has moved from a Master's I classification to a Doctoral/Research University. The campus is embracing the change in sector to a Doctoral/Research University because of the potential for expanding its graduate offerings and receiving recognition for the research that is currently being conducted at Georgia Southern University.

7. What is the ability of the current faculty and staff to deliver the proposed new doctoral degree? How will differences between current abilities and required abilities be addressed?

The JPHCOPH is in an active growth phase. Currently, there are six full-time faculty within the Jiann-Ping Hsu College of Public Health. Effective Fall 2006, there will be 12 full-time faculty providing instruction and/or mentoring in public health. By Fall 2007, the implementation date for the Dr.P.H., there will be 21 faculty with five faculty in each of the program concentration areas: Biostatistics, Community Health Behavior and Education, and Public Health Leadership. All faculty are qualified to teach within public health, and those teaching in the program concentration areas possess the appropriate qualifications and experiences to mentor Dr.P.H. students.

The table below shows a conservative estimate of the faculty strength that will be in place by Fall 2007 (the year the Dr.P.H. degree program commences). The JPHCOPH will have the faculty strength necessary to implement the Dr.P.H. degree.

Table 3 Faculty Currently Hired and Being Recruited in the JPHCOPH for Dr.P.H. Start-up (Fall 2007)

Public Health Core Knowledge Area	FTE Faculty		
	Current*	Being Recruited**	Total***
Biostatistics	3.0	2.0	5.0
Health Services Administration – Public Health Leadership	2.0	3.0	5.0
Social and Behavior Sciences – Community Health Behavior and Education	4.0	1.0	5.0
Epidemiology	2.0	2	4.0
Environmental Health Sciences	1.0	1.0	2.0
Total JPHCOPH Faculty	12.0	9.0	21.0

*Current Effective Fall 2006

**Recruiting nine faculty during the FY 07

***Total Faculty for Fall 2007—Start date for the Dr.P.H. Includes the Founding Dean at 1.0 EFT. All other faculty are .75 EFT.

The following table demonstrates the hiring model plan for the development of the JPHCOPH in order to seek accreditation from CEPH. As shown, there will be 5 FTE in each of the areas of specialization when the first Dr.P.H. student begins the program. As the program develops the faculty will continue to grow to meet the CEPH accreditation guidelines.

Table 4 Faculty Hiring Model for the JPHCOPH to Achieve Accreditation from CEPH

Public Health Area	Current	2005/06 Searches	2006/07 Profile	2006/07 Searches	2007/08 Profile	2007/08 Searches	2008/09 Profile
Administration Public Health Leadership		2	2	3	5		5
Social/Behavioral Community Health Behavior and Education	2	2	4	1	5		5

Biostatistics	3	0	3	2	5		5
Epidemiology	1	1	2	2	4	1	5
Environmental		1	1	1	2	3	5
Totals	6	6	12	9	21	4	25

Public Health Area	2008/2009 Profile	2008/09 Searches	2009/2010 Profile	2009/2010 Searches	2010/2011 Profile	2010/2011 Searches	2011/2012 Profile
Administration Public Health Leadership	5	1	6		6	1	7
Social/Behavioral Community Health Behavior and Education	5	1	6	1	7	1	8
Biostatistics	5	1	6		6	1	7
Epidemiology	5		5	1	6		6
Environmental	5		5	1	6		6
Totals	25	3	28	3	31	3	34

8. What are the qualifications of the current faculty and staff to deliver new activities required by the proposed new doctoral degree and by the possible change in sector? How will differences between current qualifications and required qualifications be addressed?

The current faculty and staff are well qualified to deliver the Dr.P.H. and to engage in the activities that are required by the change in sector. The faculty possess the terminal degree in the appropriate area of knowledge within the field of public health. In addition to the full-time equivalent faculty being hired, the College is also expanding its faculty through the use of joint appointments across the University and adjunct faculty appointments from other institutions and the public health workforce. Table 5 provides a brief sketch of the faculty for each area of the Dr.P.H. along with the support faculty in Epidemiology and Environmental Health Sciences.

Table 5 Qualifications of Current Faculty, Fall 2006

Faculty Member	Highest/Terminal Degree (Discipline)	Academic Rank	Graduate Faculty Status	Area of Concentration
Dr. Laura Gunn	Ph.D. Statistics and Decision Sciences Duke University	Assistant Professor	Member	Biostatistics
Dr. Karl Peace	Ph.D. Biostatistics Medical College of Virginia	Professor and Georgia Cancer Coalition Distinguished Scholar	Member	Biostatistics
Dr. Robert Vogel	Ph.D. Biometrics and Statistics Emory University	Endowed Chair of Biostatistics and Professor – Director of the Karl E. Peace Center for Biostatistics	Member	Biostatistics
Dr. Anthony Parrillo	Ph.D. Health Behavior	Associate Professor	Member	Community Health Behavior and

Faculty Member	Highest/Terminal Degree (Discipline)	Academic Rank	Graduate Faculty Status	Area of Concentration
	Indiana University			Education
Dr. Alison Scott	Ph.D. Community and Internal Health School of Public Health Johns Hopkins University	Assistant Professor	Member	Community Health Behavior and Education
Dr. Swatti Raychowdhury	Ph.D., M.P.H. Public Health Education Indiana University	Assistant Professor	Member	Community Health Behavior and Education
Dr. Charles Hardy	Ph.D. Kinesiology/Social Psychology Louisiana State University Post Doctoral Fellowship University of North Carolina at Chapel Hill	Full Professor and Founding Dean	Member	Community Health Behavior and Education
Dr. Gerald Ledlow	Ph.D. M.H.A., C.H.E. University of Oklahoma Organization Leadership and Development	Associate Professor	Member	Public Health Leadership
Dr. Ahmed Adu-Oppong	Ph.D., M.H.A., M.B.A., Health Management and Policy Science School of Public Health University of Texas	Assistant Professor	Member	Public Health Leadership
Dr. Stuart Tedders	Ph.D. Epidemiology/ Environmental Health Arnold School of Public Health University of South Carolina	Associate Professor and Director of the Center for Rural Health and Research	Member	Epidemiology
Dr. Cassandra Arroyo	Ph.D. Biostatistics Harvard School of Public Health Harvard University Post-Doctoral	Assistant Professor	Member	Epidemiology

Faculty Member	Highest/Terminal Degree (Discipline)	Academic Rank	Graduate Faculty Status	Area of Concentration
	Fellowship Morehouse School of Medicine			
Dr. Kari Fittzmorris	ScD Environmental Health School of Public Health and Tropical Medicine Tulane University Post Doctoral Fellowship U.S. Department of Agriculture	Assistant Professor	Member	Environmental Health Science

9. What impact will the proposed new doctoral degree have on the percentage and number of full-time faculty?

The Council on Education for Public Health mandates that colleges/schools of public health must have M.P.H. programs in each of the five core public health areas and a doctoral degree in three of the five areas. To meet these accreditation requirements, the JPHCOPH has embarked on a significant and sustained faculty hiring process. The new doctoral program will require five full-time equivalent faculty in each of the following areas: Biostatistics, Community Health Behavior and Education, and Public Health Leadership, for a total of 15 full-time equivalent faculty. As part of the accreditation process, the College will also recruit faculty with training in Epidemiology and Environmental Health Sciences. Accreditation standards require a minimum of three full-time faculty plus two full-time equivalent faculty for core areas not offering the doctorate. Thus, the percentage and number of full-time faculty will increase as a result of the Dr.P.H. and the positioning of the JPHCOPH for accreditation by CEPH.

Table 6 demonstrates the faculty needs (EFT) across the three-year start up period by program concentration area:

Table 6 Impact of DR.P.H. on the Full-Time Faculty EFT

Concentration	Year 1	Year 2	Year 3
Biostatistics	.75	1.5	2.25
Community Health	1.5	1.5	2.25
PH Leadership	.75	1.5	2.25
EPI/ENVH	.40	.40	.40
Total EFT	3.4	4.9	7.15

10. To what extent will current library holdings support the proposed new doctoral degree, as well as any other activities required by the proposed new doctoral degree and possible change in sector?

Journals

As shown in Table 7, Henderson Library receives 449 electronic journals and 13 print journals (these figures overlap) classified as "public health and public aspects of medicine." A comparison with the public health subscriptions received by the University of North Texas (UNT) and San Diego State University (SDSU)—two institutions with no medical schools but with public health programs accredited by the Association of Schools of Public Health—shows that the University receives many of

the core titles for a public health graduate program. Table 7a lists 11 titles currently owned by either UNT or SDSU, but not received by Georgia Southern. These titles, especially the three subscribed to by both UNT and SDSU, need to be reviewed by the School of Public Health faculty members to determine whether they are essential to support the proposed doctorate. Further investigation and consultation with public health faculty and the National Library of Medicine (NLM) core collection lists (<http://www.nlm.nih.gov/nichsr/outreach.html#h outcomes>) should identify any other desirable titles.

Monographs

A benchmark comparison indicates that 63.5% of the University's 1,939 public health titles are also owned by UNT, SDSU, or both. This figure is a good indication that most of the library's holdings are relevant; however, UNT and SDSU own about five times as many public health titles as Georgia Southern does. Furthermore, while 7.1% of Georgia Southern's public health monographs were published in 2000 or later, 16.7% of the UNT and SDSU collections were published in 2000 or later. These data may indicate the need for some retrospective purchasing. Other key titles can be found in the relevant National Library of Medicine (NLM) bibliography: [http://www.nlm.nih.gov/nichsr/outreach.html #h outcomes](http://www.nlm.nih.gov/nichsr/outreach.html#h outcomes).

Reference Titles

Table 7b lists some key reference works not currently owned by Henderson Library, but typically held by academic libraries which support public health programs. Depending on the particular emphases of the proposed doctoral program, it may be some of these titles would not be deemed essential by the public health faculty.

How will differences between current library holdings and required library holdings be addressed?

General Comment

For desirable but not essential journal and monographic titles, interlibrary loan and/or GIL Express may be used. Several of the periodical titles in Table 7a are received by other USG libraries, and there is little doubt the University of Georgia and the Medical College of Georgia would own numerous relevant monographs.

Journals

If it is determined that additional journal titles need to be purchased, the College will have to obtain additional library funding and/or redirect existing funding. New funds would be required if a) an essential public health journal is dropped from GALILEO, and b) GALILEO was providing the only access we had to the title.

Monographs

To purchase the advanced scholarly monographs needed to support the proposed new doctorate, the College can make appropriate adjustments to its Blackwell's approval plan and such titles will be automatically shipped immediately upon publication. Last year, about \$3,500 was spent on public health titles, but if all the graduate-level public health titles that were published had been purchased, it would have cost \$15,500, according to the list of relevant publications supplied by Blackwell's. Therefore, it is recommended that the book budget be increased by approximately \$12,000, resulting in a yearly total to \$15,500. With regard to making retrospective purchases, it is unlikely that all of the titles published in the past five years are essential and many will already be out of print, therefore about \$6,400 should suffice for these purchases. This estimate is based on buying 100 books at \$64 apiece, the average price for a public health book.

Reference Titles

The need to regularly consult reference titles cannot be satisfied through interlibrary loan or GIL

Express. The public health faculty will need to prioritize the titles on Table 7b, and it should be possible to purchase the titles most needed from the College's existing library budget.

Table 7 Current Henderson Library Holdings Under the Subject Area of Public Health

<u>Subject</u>	<u># of Monographi c Holdings</u>	<u>% of Monographi c Holdings</u>	<u># of Electronic Journals</u>	<u>% of Electronic Journals</u>	<u># of Print Journals</u>	<u>% of Print Journals</u>
Public Health	1939	0.5	449	1.7	13	0.5

Table 7a Public Health Journals Not Owned By Georgia Southern University

Table	Public Health Journals Not Owned By Georgia Southern University	GaSouU
OWNER	TITLE	PRICE
SDSU	American Journal of Epidemiology	\$588.00
SDSU	American Journal of Preventive Medicine	\$510.00
SDSU	Health & Place	\$546.00
UNT	Epidemiology and Infection	\$558.00
BOTH	Journal of the Royal Society for the Promotion of Health	\$200.00
UNT	Journal of Water and Health	\$495.00
UNT	Prevention Science	\$285.00
BOTH	Public Health Reviews	\$150.00
BOTH	Social Science & Medicine	\$4393.00
UNT	World Health Organization. (Ports designated in application of the international health regulations)	\$9.00
UNT	World Health Organization. Technical Report Series	\$106.00
	TOTAL:	\$7,840.00

Table 7b Public Health—Reference Sources

Aspen Dictionary of Health Care Administration	\$23.00
Dictionary of Environmental Science and Technology	\$200.00
Dictionary of Epidemiology	\$28.00
Dictionary of Public Health Promotion and Education	\$45.00
Encyclopedia of Mental Health	\$50.00
Gale Encyclopedia of Medicine	\$550.00
Illustrated Dictionary of Environmental Health and Occupational Safety	\$75.00
International Dictionary of Food and Nutrition	\$35.00
Lewis' Dictionary of Occupational and Environmental Safety and Health	\$160.00
Nutrition and Health Encyclopedia	\$55.00
Cambridge World History of Human Disease	\$220.00
Complete Mental Health Directory	\$165.00
Global Burden of Disease	\$80.00
TOTAL:	\$1,686.00

11. To what extent can current facilities support the proposed new doctoral degree, as well as any other activities required by the proposed new doctoral degree and possible change in sector? How will any differences between current facilities and required facilities be addressed?

Adequate facilities exist and are being renovated to support the Dr.P.H. degree proposal. Current existing facilities in the College of Health and Human Sciences' (CHHS) Hollis Building provide ample space for classrooms, conference rooms, and computer laboratories in its multi-level structure. "Smart" classrooms, found throughout the Hollis Building, offer interactive, state-of-the-art instructional technology with real-time connection to the outside world via the Internet. These facilities service the

current existing programs within the M.P.H.

By Fall 2007, the JPHCOPH will be housed in the newly renovated Cone Hall. Plans have been developed and the design and building phase is set to commence July 2006. The renovation will provide ample space for faculty and staff offices, the JPHCOPH dean's office suite, the Karl E. Peace Center for Biostatistics, the Center for Rural Health and Research, a conference and seminar room, a library and biostatistics computer center. Space for existing and developing laboratories in the core knowledge areas of public health is currently under discussion.

In addition, the Henderson Library and the GALILEO library system provide ample information technology and resources to drive the program. The Henderson Library is undergoing a multi-million dollar renovation targeted for completion in 2007-08. The renovated library will accommodate the needs of the Dr.P.H. program.

12. To what extent can current technology support the proposed new doctoral degree, as well as any other activities required by the proposed new doctoral degree and possible change in sector? How will any differences between current technology and required technology support be addressed?

Current technological equipment and services can adequately support the proposed new doctoral degree. Information technology support personnel work closely with academic department chairs and administrators, such as Physical Plant management, to ensure that facilities have the technology required for each program, and support is available for that technology. The University's Emerging Technology Center provides centralized support for smart classrooms that will ensure faculty have robust and reliable technology in both classrooms and labs. This unit includes four full-time staff and six to eight student technicians.

Future technology needs for the proposed program will be addressed through annual assessments with the JPHCOPH. Annually, technology support personnel meet with the dean and faculty of the JPHCOPH to assess technology support needs for the doctoral program. These needs are aggregated and presented to senior administration for review and funding according to campus priorities.

13. To what extent can other institutional infrastructure support the proposed new doctoral degree, as well as any other activities required by the proposed new doctoral degree and possible change in sector? How will differences between current institutional infrastructure and required institutional infrastructure support be addressed?

The Jack N. Averitt College of Graduate Studies (COGS) has made significant changes in the organizational structure and services provided to support graduate education at Georgia Southern University. The college is organized into four service areas: (a) Enrollment Management and Admissions, (b) Program and Curriculum, (c) Student Services, and (d) Marketing and Student Recruitment. Technological advances in terms of online applications and workflow models for student services have created a model that easily expands to meet student demand. In addition, COGS recently implemented the Electronic Thesis and Dissertation Project, which allows students to submit their final versions electronically. Georgia Southern has joined approximately 150 other colleges and universities worldwide that make up the Networked Digital Library of Theses and Dissertations (NDLTD) and support electronic submission. The proposed program will benefit from this initiative as a dissertation will be a required component of the program of study.

Graduate assistantships currently total 266, representing funding for 12.5% of the total graduate student population and 23.4% of those who attend full-time. Total funding for graduate assistantships

during the 2005-06 academic year equaled \$1,535,000. While this support is impressive, additional graduate assistantships will be needed for the proposed program. Graduate assistantships and scholarships are COGS' top funding priority for both the annual and capital campaigns.

The research infrastructure of Georgia Southern University has significantly changed in the past two years. Pertinent to this request, research compliance has been substantially enhanced and internal support for research, publication, and faculty/student integrated research has likewise increased. Georgia Southern University's Institutional Animal Care and Use review process has been renewed by the federal Office of Laboratory Animal Welfare (OLAW), and the University also received its Federal Wide Assurance (FWA) for research using human subjects. The streamlined review process for the Institutional Review Board, the Institutional Animal Care and Use Committee, and Institutional Biosafety Committee is specifically designed to facilitate faculty and student research endeavors, while retaining all elements of required compliance.

The Office of Research Services and Sponsored Programs (ORSSP) has been completely restructured. A new organizational model provides "cradle-to-grave" support to faculty researchers in securing and managing funded activities. Believing that external support will play a critical role in advancing the Dr.P.H., the significantly improved ORSSP infrastructure is an essential element in securing this funding. ORSSP is located in the College of Graduate Studies, reinforcing the link between graduate education and sponsored research and sparking synergistic joint initiatives targeted at advancing doctoral programs at Georgia Southern University.

In 2003, the Georgia Southern University Research and Service Foundation (GSURSF) was fully realized and now funds pilot research, outreaches to regional and national constituencies, and builds partnership. Recognizing that the success of the Dr.P.H. program will rely on its ability to connect to the medically underserved populations of rural Georgia and regional healthcare providers, the GSURSF will play a proactive role in brokering collaborative pilot ventures, identifying regional needs, and supporting high-risk community-based projects that attract federal funding.

Finally, Henderson Library has embarked on a four-year expansion and renovation project. By 2008, it will have seating for 3,000, tripling the current capacity. A Learning Commons will be added, combining the latest in educational and production technology with traditional library and research services. The Learning Commons will accommodate the challenging schedules of graduate students, since it will be open the same 143 hours per week as the rest of the library, with staff assistance available for most of that schedule.

14. What impact will the proposed new doctoral degree and possible change in sector have on the institution's ability to meet current institutional missions and responsibilities?

The proposed Dr.P.H. degree program aligns well with the University's mission. First, the University proclaims a "culture of engagement that bridges theory with practice, extend[ing] the learning environment beyond the classroom..." Inherent in this statement, is the notion that the University's graduate education focus is on professional degrees with an applied focus. Secondly, the mission statement emphasizes its "nationally accredited academic programs in the...professional studies [that] prepare a diverse and select...graduate student population for leadership and service as world citizens." Georgia Southern takes this commitment very seriously and prides itself on developing well-rounded students with leadership skills and a service mentality. Certainly, the proposed Dr.P.H. (especially with the Community Health Behavior and Education and the Public Health Leadership concentrations) supports and advances this commitment. Third, the University is "committed to advancing the State of Georgia and the region through the benefits of higher education, offering...doctoral degrees..." Finally, through its educational mission, the University aspires to "enhance [the] quality of life in the region through collaborative relationships supporting education, health care and human services..." The Dr.P.H.

program is grounded in the principles espoused in the mission of the University, not only emphasizing the ability to utilize existing knowledge, but also equipping students with the skill and competencies necessary to better the public's health.

Georgia Southern University's Strategic Plan provides a map for achieving its mission, emphasizing academic programs that are academically distinct, student-centered, technologically advanced, and transcultural. It further recognizes the importance of private and public partnerships and the physical environment in the learning community. The Dr.P.H. is designed to meet these objectives. With its new facilities in Cone Hall and the University's existing infrastructure, the technological and physical environment will be conducive to learning. The program is also designed to recruit international students while maintaining a low student/faculty ratio to provide a student-centered learning environment with transcultural elements. Finally, a large piece of its academic distinction is also embedded in the private/public partnerships of the program. As an applied program, it is critical that the Dr.P.H. has outreach opportunities built into the curriculum.

The reclassification of Georgia Southern University by the Carnegie Foundation for the Advancement of Teaching from a Master's I Institution to a Doctoral/Research University supports the University's pursuit of an applied, professional doctoral degree. In sum, the links between the proposed program and the University's mission statement, strategic plan, and the Carnegie Foundation for the Advancement of Teaching reclassification underscore the fact that this program is consistent with the direction of the University and its goals for the future.

15. What impact will the proposed new doctoral degree and possible change in sector have on other USG institutions? Do other USG state, regional, and research institutions support, oppose, or exhibit indifference toward the proposed new doctoral degree and possible change in sector?

Since the proposed Dr.P.H. degree is unique to the USG, there is no known negative impact on enrollment at other USG institutions. On the contrary, it is anticipated that the Dr.P.H. will compliment other programs involved in training public health professionals and advance the USG's Strategic Plan for Public Health Education, Research, and Service.

16. How will the institution meet the general or program-specific accreditation requirements of any new degree program?

Georgia Southern University will meet institutional accreditation requirements on two levels. First, following Board of Regents approval, Georgia Southern will file a substantive prospectus for the new degree program with the Commission on Colleges, Southern Association of Colleges and Schools (SACS). Based on the experiences of other graduate programs at Georgia Southern University, a site visit to approve this substantive change should not be required, since the University already has approval to offer doctoral-level terminal degrees (Ed.D. and PsyD).

Secondly, the College will, at the earliest appropriate opportunity, seek full accreditation from the Council on Education for Public Health (CEPH). The CEPH is the accrediting agency for graduate schools of public health. The CEPH accreditation criteria is described and outlined in the Accreditation Criteria for Schools of Public Health (amended June 2005). The document is a prescriptive self-study manual that provides a step-by-step outline of the criteria schools of public health must satisfy for accreditation. The JPHCOPH will initiate the process for accreditation by CEPH in 2008. If approved, the Dr.P.H. will be included as an academic component of the JPHCOPH for consideration of the CEPH site visit in 2010.

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5/10/2006

MOTION: Dr. Ron MacKinnon moved to approve the Preliminary Proposal for the Doctorate of Public Health from the College of Public Health. Dr. Jerry Wilson provided the second. The motion was passed.

Dr.P.H.**BIostatistics****63 HOURS**

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX: (912) 681-5811. <http://jphcoph.georgiasouthern.edu>

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements***Regular ****

To complete an application to the Dr.P.H. program, applicants must submit the following:

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 - biostatistics
 - epidemiology
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- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of "B" or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of "B" or better before progressing to the Public Health Sciences and Public Health Practice Cores of the Dr.P.H. program;
- Three (3) letters of recommendation. Two must be from graduate faculty members and the third from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
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Applicants may be required to take pre-requisite coursework prior to taking program concentration

courses. Conditions of admission will be presented in the letter of acceptance to each student.

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NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

COURSE REQUIREMENTS:

Public Health Core

Courses..... 15 Hours

- PUBH 8131 Sampling Methodology (3)
- PUBH 8132 Environmental and Occupational Health (3)
- PUBH 8133 Epidemiological Methods (3)
- PUBH 8134 Health Economics, Policy and the Political Process (3)
- PUBH 8135 Social and Behavioral Aspects of Health (3)

Community-Based Practice Core..... **9 Hours**

- PUBH 9131 Community-Based Participatory Research in Public Health (3)
 PUBH 9133 Community-Based Public Health Program Planning and Evaluation (3)
 PUBH 9135 Public Health Funding and Grantsmanship (3)

Advanced Courses in**Biostatistics.....24 Hours**

- BIOS 9130 Research Seminar in Biostatistics
 BIOS 9131 Advanced Statistical Inference for Biostatisticians - I
 BIOS 9133 Advanced Statistical Inference for Biostatisticians - II
 BIOS 9231 Bayesian Statistics I
 BIOS 9233 Bayesian Statistics II
 BIOS 9331 Meta-Analysis
 BIOS 9333 Applied Longitudinal Data Analysis
 BIOS xxxx Guided Elective

Doctoral Public Health Field**Practicum.....6 Hours**

- PUBH 9760 Doctoral Preceptorship in Public Health (6 credit hours – 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.

Dissertation.....**9 Hours**
 PUBH 9999 Dissertation (9 hours)**Dr.P.H. COMMUNITY HEALTH BEHAVIOR AND EDUCATION 63 HOURS**

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX: (912) 681-5811. <http://jphcoph.georgiasouthern.edu>

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Community-Based Practice Core

..... 9 Hours

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 PUBH 9133 Community-Based Public Health Program Planning and Evaluation (3)
 PUBH 9135 Public Health Funding and Grantsmanship (3)

Advanced Courses in Community Health Behavior and Education

..... 24 Hours

- CHBE 9130 Research Methods in Community and Behavioral Health
 CHBE 9131 Behavioral Determinants of Healthy People and Healthy Communities
 CHBE 9133 Public Health Emergencies and Community Preparedness
 CHBE 9231 Health Across the Lifespan
 CHBE 9233 Social Marketing Theory and Methods for Health Education and Promotion
 CHBE 9331 Health Disparities and the Rural Underserved
 CHBE 9333 Global Health
 CHBE Guided Elective

Doctoral Public Health Field

Practicum.....6 Hours

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.....9 Hours

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Dr.P.H. PUBLIC HEALTH LEADERSHIP 63 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 681-5653, FAX: (912) 681-5811. <http://jphcoph.georgiasouthern.edu>

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Community-Based Practice Core

..... 9 Hours

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- PUBH 9133 Community-Based Public Health Program Planning and Evaluation (3)
- PUBH 9135 Public Health Funding and Grantsmanship (3)

Advanced Courses in Public Health Leadership

.....24 Hours

- PHLD 9130 Health Services Research Methods
- PHLD 9131 Foundations and Strategies for Health Organization Leadership
- PHLD 9133 Health Organization Communication
- PHLD 9231 Health Informatics and Decision Making
- PHLD 9233 Enterprise Resource Planning and Management in Health Organizations
- PHLD 9331 Seminar in Health Services Policy, Regulation, Ethics and Advocacy
- PHLD 9333 Strategic and Contingency Planning
- PHLD Guided Elective

Doctoral Public Health Field

Practicum.....6 Hours

- PUBH 9760 Doctoral Preceptorship in Public Health (6 credit hours – 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.

Dissertation

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- PUBH 9999 Dissertation (9 hours)

Institution: **Georgia Southern University**

Date: **May 4, 2006**

School/Division: **Jiann-Ping Hsu College of Public Health and
the Jack N. Averitt College of Graduate Studies**

Department: **N/A**

Name of Proposed Program: **Doctorate of Public Health**

Degree: **Dr.P.H.**

Major: **Public Health** CIP Code: **51.2201**

Starting Date: **Fall Semester 2007**

1. Program Description and Objectives (Abstract)

Objectives. Consistent with advancing its mission and strategic goals, Georgia Southern University proposes to offer the Doctor of Public Health (Dr.P.H.) degree. The proposed Dr.P.H. program aims to train students for advanced science-based practice and practice-oriented research. Three areas of specialization are proposed: Biostatistics, Community Health Behavior and Education, and Public Health Leadership.

Relevance to Mission and Strategic Planning. In accordance with the University System of Georgia's mission, adding the Dr.P.H. program at Georgia Southern University will build its professional doctoral degree programs consistent with the recent reclassification from a Master's I institution to a Doctoral/Research institution by the Carnegie Foundation for the Advancement of Teaching. It also aligns with University System of Georgia's Strategic Plan for Public Health Education, Research, and Service.

Throughout its history, Georgia Southern University has strongly identified its mission as serving southeastern Georgia. With growth, it has expanded this focus to the state and the broader region, committed to improving the quality of life through, among other areas, "health care and human services."¹ Its Strategic Plan explicitly identifies the provision of high-quality graduate programs that serve the needs of the state and the region as one mechanism for advancing its mission.²

Need. Healthy people represent Georgia's greatest natural resource, yet mortality and morbidity trends indicated that Georgians are among the least healthy people in the United States. From a public health practice standpoint, training a committed and skilled workforce enhances the probability of making substantive change in population health. It is anticipated that the proposed Dr.P.H. degree in the Jiann-Ping Hsu College of Public Health at Georgia Southern University will help to ameliorate the disparity in skilled public health practitioners, particularly in the rural and underserved areas of the state.

The Institute of Medicine (IOM) report, *Who Will Keep the Public Healthy?* (2003), noted that only a small portion of the total public health workforce has received any formal public health education. The report goes on to stipulate that universities should take on the primary mission of preparing individuals for senior responsibility in public health practice, research, and training. As the country gears up to confront current public health challenges, such as a diversifying an aging population and the threat of bioterrorism, there will be an increased demand for public health workers with more specialized training. It is clear that public health challenges are expanding rather than contracting, and the demand for a larger workforce is inevitable. This means that there will be a commensurate demand for more faculty members to train new public health workers, for senior administrators in practice settings, and for more applied research.

It is estimated that in the year 2000, one public health worker was employed for every 635 people. This represents a decrease in the ratio of public health workers to population as assessed in the 1970s. As

¹ Georgia Southern University Mission Statement (<http://www.georgiasouthern.edu/about/mission.html>).

² <http://services.georgiasouthern.edu/ir/councils/guidance.htm>

indicated by recent workforce data, the national FTE median is 13. Current estimates suggest that 42% of local health departments have less than 10 FTEs thereby indicating a shortage. Further estimates suggest that only 44% of the public health workforce have a formal public health education. Moreover, 22% of local public health officials have graduate degrees in public health and few public health workers have knowledge about the Essential Public Health Service Competencies.

Unfortunately, few statistics are available representing the state of the public health workforce in Georgia. However, in the year 2000, 8,020 people in the State of Georgia were employed in public health (Public Health Workforce Study, 2005. US Department of Health and Human Services. Health Resources and Services Administration. Bureau of Health Professions. Washington, DC. [available online: bhpr.hrsa.gov/healthworkforce/reports/publichealth.default.htm]). Most (85%) of these individuals were employed at either the district or local level. In addition, most local and district officials report that few staff members have formal public health training. The Center for Rural Health Practice (2004) has concluded that the problems of workforce inadequacy are greater in rural areas than urban centers. Among the barriers they identified to strengthening the rural public health workforce included the migration of staff from smaller to larger health departments, limited resources, and lack of access to public health.

The IOM report (2003, p. 109) urged schools of public health to direct their educational programs "toward masters and doctoral level students who will fulfill many professional positions within public health, toward persons destined for practice careers in positions of senior responsibility and leadership, and toward those who will become public health researchers and academic faculty." The Dr.P.H. degree is well suited to all three of these emphases, particularly to meeting the need for graduates who "have the preparation not only to manage a governmental agency, but also to provide guidance to the workforce with regard to health goals or priorities, provide policy direction to a governing board, and interact with other agencies, at all levels of government, whose actions and decisions affect the population whose health he or she is trying to assure" (Turnock, 2001).

The IOM has noted that, "in today's scientific environment, most Ph.D. scientists concentrate on a single specific discipline – and this system has yielded remarkable advances. But many observers suggest that this approach may be less effective in producing scientists who have the broad perspective and breadth of knowledge that will best equip them to address the complex challenges that lie ahead in handling microbial threats worldwide" (IOM, 2006, p. 6). The broader perspective that traditionally characterizes the Dr.P.H. degree, and its customary emphasis on applied research, would appear to be far better suited to the needs identified by the IOM and other study groups.

Former APHA President Milton Roemer (1986, 1988, 1993) has written extensively on the need for practice-centered doctoral training represented by the Dr.P.H. Roemer (1988) asserts that public health leadership is urgently needed around the world. He notes that in most jurisdictions leadership of the public health effort is in the hands of clinical physicians, who know much about the treatment of clinical illness in individual patients, but very little about the prevention of disease and promotion of health in populations or the management of health systems. Effective leadership of the public health program in our modern world requires doctoral level professionals broadly prepared in the meaning, philosophy, and strategies of public health (Roemer, 1986). In Roemer's (1993) view this requires not only an expansion of the number of programs offering the professional doctor of public health but a substantial expansion in the number of schools/colleges of public health worldwide.

University System of Georgia (USG) institutions of higher learning offer over 180 doctoral programs. However, no USG institution currently offers the Dr.P.H. and only seven (7) of the 180 programs have a tangential relationship to public health. Georgia Institute of Technology offers the Doctor of Philosophy with a major in Bioinformatics and the Doctor of Philosophy in Applied Physiology, Georgia State University offers the Doctor of Philosophy with a major in Nursing, The Medical College of Georgia offer the Doctor of Nursing Science, and the University of Georgia offers the Doctor of Philosophy in Health Promotion and Behavior, Exercise Science, and Toxicology. It should be noted Medical College of Georgia offers the first professional degree in Medicine, which is related to public health. Moreover, the Rollins School of Public Health at Emory University offers the Ph.D. in Biostatistics, Epidemiology, Behavioral Sciences and Health Education, Health Services Research and Health Policy, and Nutrition

and Health Sciences. These data indicated a void in the educational offerings of the state and highlight the need for programs to train the leadership of the public health workforce. The proposed Dr.P.H. will provide training in public health with program concentrations in Biostatistics, Community Health Behavior and Education, and Public Health Leadership. This proposed program supports the USG's vision to be a national leader in Public Health Education, Research and Service. The Council on Education for Public Health (CEPH) Criteria 2.10 states "The school shall offer at least three doctoral programs that are relevant to any of the five areas basic to public health knowledge" (CEPH Accreditation Criteria for Schools of Public Health, 2005, p. 18 <http://www.ceph.org/files/public/SPH-Criteria-2005.SO5.pdf>). Thus, one of the needs that the proposed Dr.P.H. program addresses is to advance the USG Strategic Plan for Public Health Education, Research, and Service.

Program Plan. The Dr.P.H. is an applied doctoral degree that will prepare graduates to be advanced science based public health practitioners with practice oriented research skills. The specific focus of the Georgia Southern University Dr.P.H. will be in three core public health knowledge areas: Biostatistics, Community Health Behavior and Education, and Public Health Leadership.

The Dr.P.H. program requires a minimum of 63 credit hours and is offered on both a full-and part-time basis. Unique sequencing of courses, community-based practice activities and practicum, and field/laboratory research provide students with a comprehensive curriculum to advance their skills in public health practice.

The overall curriculum model includes:

Curriculum Component	Credit Hours
Public Health Science Core	15
Community-Based Practice Core	9
Advanced Courses in Concentration	24
Doctoral Public Health Field Experience	6
Dissertation	9
Total Hours (minimum)	63

The Dr.P.H. Public Health Sciences Core provides advanced courses in the core disciplines of public health. The Community-Based Practice Core courses are designed to provide an interdisciplinary approach to community based participatory research, program planning and evaluation, and public health funding and grantsmanship. Advanced specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in three core areas of concentration: Biostatistics, Public Health Leadership and Community Health Behavior and Education.

An important practical experience in a public health venue is a field practicum in a public health related setting. Dr.P.H. students will complete a 250 hour preceptorship under the joint direction of a qualified specialist working in the area of concentration and a public health faculty member.

The Dissertation serves as the culminating academic experience for students in the Dr.P.H. program. The dissertation requires the student to defend (both orally and in written format) a data-based project that integrates their area of specialization with public health practice.

Georgia Southern is uniquely positioned to offer the Dr.P.H. degree with a rural focus. The University already has a strong commitment to serving the southeast region, and the newly approved PsyD provides additional interdisciplinary and collaborative opportunities for the Dr.P.H. program. The University's PsyD program also has a rural focus, which will support both curriculum development for, and recruitment to, the Dr.P.H. program.

Delivering the Program. Georgia Southern has structured the development of the Jiann-Ping Hsu

College of Public Health and the Dr.P.H. so that it can be delivered with minimal additional faculty and fiscal resources. The anticipated costs will be met primarily through reallocations and renovation of existing facilities. Thus, existing resources will be sufficient to launch the program. For the longer term, it is expected that the University will provide resources for graduate assistantships through the University's Capital Campaign and that the faculty within the Jiann-Ping Hsu College of Public Health will be successful in obtaining external funding for research and service outreach programming.

The University recognizes the need to attract diverse students to this program. Georgia Southern's undergraduate student population is 23.3% African American and 51.9% women (2006). Within the Master's program in Public Health, 47% of the students are African Americans, 28% are Caucasian, and 21% are Asian-Pacific Islanders and 74% women (2006). Initial recruitment efforts will target this population for admission into the Dr.P.H. program. The program anticipates a maximum of 45 students at any one time, 15 within each program concentration. When students graduate from the program, they will each receive a diploma inscribed with the Doctor of Public Health (CIP code 51.2201).

2. Justification and Need for the Program

a. Societal Need for Graduates

In recent years there has been a national call for increased efforts in public health workforce development, primarily because the health of Americans depends highly on a well trained public health workforce. With the present public health issues of immunizations, chronic and infectious diseases, public sanitation, access to quality health care, and the heightened focus on bioterrorism, recently reported concerns of the public health workforce being ill prepared to meet the practice challenges of the new century echo hauntingly. (Bartee, et al., 2003)

Awareness of the vital importance of a strong public health infrastructure has grown in response to the potential threat of bioterrorism and to concerns over epidemic threats such as "mad cow disease" and "bird flu". Ultimately, however, the well-being of the public is most affected by the ordinary, routine functioning of that infrastructure in maintaining potable water supplies and sanitary waste disposal systems, conducting sanitation and safety inspections, protecting against environmental hazards, providing maternal and child health services, and educating the public about threats to health and safety. The effective provision of these necessary services requires a workforce that is adequate in numbers and in technical proficiency.

In its 2002 report *The Future of the Public's Health in the 21st Century*, the Institute of Medicine (IOM) warned of "hidden vulnerabilities ... that, if not addressed, could produce a decline in the future health status of the American people." Among these was "an insufficient and inadequately trained public health workforce" (IOM, 2002, p. 1-3). In its 2003 report *Microbial Threats to Health*, the Institute again identified serious weaknesses in the nation's public health workforce and called for an immediate broad-based effort to ensure an adequate supply of well-trained public health professionals (IOM, 2003a). And yet again, in its 2006 report, *Ensuring an Infectious Disease Workforce*, the IOM reported, "the public health infrastructure at the local, state, and federal levels in the United States has suffered years of neglect. As one result of such systematic lack of financial and policy support, there has developed an overall shortage of qualified workers prepared to prevent or respond to major outbreaks of infectious disease" (I.O.M., 2006, pp. 7-8).

Merril, Btoush & Gupta, 2003) estimated that between 1980 and 2000 there had been a 10 percent decrease in the public health workforce. Gebbie et al. (2000) compiled workforce statistics on the fifty states, six territories, and the District of Columbia and found that for the year 2000, there were 448,254 workers in state and local health departments, schools of public health, and a few selected national voluntary organizations. This amounts to 158 per 100,000 population. This may be compared to 219 per 100,000 in 1979 when the workforce was at its peak – a decline of 27.8%. Even at the 1979 level the public health workforce was probably inadequate to meet the nation's needs (IOM, 2006). As the

population continues to increase the strain on public health resources will worsen, and as the complexity of exposure to manmade hazards and emerging infectious agents rises, the demand for trained public health professionals will continue to grow (Kauffman, 2006). This worsening manpower shortage constitutes a significant barrier to strengthening the infrastructure and limits the development of institutional capacities.

The Association of State and Territorial Health Officials (ASTHO, 2004) cites four reasons why the shortfall in qualified public health workers is getting worse: First, the current public health workforce is "a rapidly aging workforce whose average age is 46.6 years," 2.6 years older than the average for state employees and 6.6 years older than the average American worker. Second, this workforce faces "retirement rates as high as 45 percent over the next five years," with a national average of 24.26%. Third, there are "current vacancy rates of up to 20 percent in some states," with an average of 11 % nationally. Fourth, "employment turnover rates of 14 percent in some parts of the country." In another report ASTHO (2003) noted that more than half the states cite a lack of qualified personnel as a major barrier to preparedness.

The Center for Rural Health Practice (2004) has concluded that the problems of workforce inadequacy are greater in rural areas than urban centers. Among the barriers they identified to strengthening the rural public health workforce included the migration of staff from smaller to larger health departments, limited resources, and lack of access to public health.

Kennedy, Spears, Loe and Moore (1999) found that only 7 percent of the Texas public health workforce had formal education in public health. Nationally, only 22 percent of chief executives of local health departments have graduate degrees in public health (Turnock, 2001). The Centers for Disease Control and Prevention (2001) estimates that about 80 percent of public health workers lack basic training in public health.

Morris, Schneider, and Greenberg (1994) report the results of a survey of the 50 State health agencies in the spring of 1992, in which officials were asked about their manpower and research needs in the specific areas of administration, behavioral and social science, education and information, environmental health, environmental protection, epidemiology, laboratory, law, occupational health, policy and planning, and statistics. Agency officials indicated that their personnel resources were least adequate in environmental protection, behavioral and social science, and occupational health. They did not feel their research needs were being met.

Weil (1999) concluded that estimates of future needs in health services administration will prove to have been too low. He argues that there will be greater need as health networks, managed care, capitated payment, and global budgetary targets become the dominant themes to implement cost restraints, universal access, and social equity.

Examining manpower in the core discipline of public health the Council of State and Territorial Epidemiologists (CSTE, 2004) found that there were 2,580 epidemiologists currently employed by state and territorial public health departments. Their survey found that 48% were not academically trained in epidemiology. The survey by ASTHO (2004), on the other hand, found that 42% had no formal training in epidemiology, while 40% held a masters degree, and only 28% held a doctoral degree in epidemiology. The CSTE (2004, p. 7) concluded that while numbers of epidemiologists in public health agencies were increasing, their current number "is far below the 'estimate of need' to provide essential services of public health across epidemiology program areas."

Georgia had a 2000 population of over 8 million people, and grew substantially faster (26%) between 1990 and 2000 than the U.S. as a whole (13%). The public health system in Georgia is a "shared model" that includes a central administration, 19 state-run district health offices and 159 county health offices that employ over 8,020 persons. This amounts to a rate of only 98 per 100,000 population – substantially below the national average. Eighty-five percent (7,387) of these workers are employed at the

district and local health offices, amounting to 90 per 100,000. Public health workers currently constitute 7.7% of Georgia's total workforce, less than the national rate of 8.8%.

A survey conducted by the National Center for Health Workforce Analysis (2005) found that district and local health offices in Georgia reported shortages of public health nurses, environmental health specialists, nutritionists, health educators, dental hygienists, dental assistants, epidemiologists, and social workers. Most district and local health offices reported few staff with a public health degree – almost always an M.P.H., not a Dr.P.H. A public health degree is a preferred qualification for district office directors but only about half meet the requirement. The few staff with formal public health training serve in executive leadership roles as well as in program planning positions. Responsibilities of staff with the M.P.H. or with non-degree formal public health training include surveillance, assessment, epidemiology, program planning, and program management positions.

The Institute of Medicine (IOM) report, *Who Will Keep the Public Healthy?*, noted that only a small portion of the total public health workforce has received any formal public health education. The report goes on to stipulate that universities should take on the primary mission of preparing individuals for senior responsibility in public health practice, research, and training. As the country gears up to confront current public health challenges, such as a diversifying and aging population and the threat of bioterrorism, there will be an increased demand for public health workers with more specialized training. It is clear that public health challenges are expanding rather than contracting, and the demand for a larger workforce is inevitable. This means that there will be a commensurate demand for more faculty members to train new public health workers, for senior administrators in practice settings, and for more applied research.

It is estimated that in the year 2000, one public health worker was employed for every 635 people. This represents a decrease in the ratio of public health workers to population as assessed in the 1970s. As indicated by recent workforce data, the national FTE median is 13. Current estimates suggest that 42% of local health department have less than 10 FTEs thereby indicating a shortage. Further estimates suggest that only 44% of the public health workforce have a formal public health education. Moreover, 22% of local public health officials have graduate degrees in public health and few public health workers have knowledge about the Essential Public Health Service Competencies.

Unfortunately, few statistics are available representing the state of the public health workforce in Georgia. However, in the year 2000, 8,020 people in the State of Georgia were employed in public health (Public Health Workforce Study. 2005. US Department of Health and Human Services. Health Resources and Services Administration. Bureau of Health Professions. Washington, DC. [available online: bhpr.hrsa.gov/healthworkforce/reports/publichealth.default.htm]). Most (85%) of these individuals were employed at either the district or local level. In addition, most local and district officials report that few staff members have formal public health training.

The IOM report (2003, p. 109) urged schools of public health to direct their educational programs "toward masters and doctoral level students who will fulfill many professional positions within public health, toward persons destined for practice careers in positions of senior responsibility and leadership, and toward those who will become public health researchers and academic faculty." The Dr.P.H. degree is well suited to all three of these emphases, particularly to meeting the need for graduates who "have the preparation not only to manage a governmental agency, but also to provide guidance to the workforce with regard to health goals or priorities, provide policy direction to a governing board, and interact with other agencies, at all levels of government, whose actions and decisions affect the population whose health he or she is trying to assure" (Turnock, 2001).

The IOM has noted that, "in today's scientific environment, most Ph.D. scientists concentrate on a single specific discipline – and this system has yielded remarkable advances. But many observers suggest that this approach may be less effective in producing scientists who have the broad perspective and breadth of knowledge that will best equip them to address the complex challenges that lie ahead in handling microbial threats worldwide" (IOM, 2006, p. 6). The broader perspective that traditionally

characterizes the Dr.P.H. degree, and its customary emphasis on applied research, would appear to be far better suited to the needs identified by the IOM and other study groups.

Former APHA President Milton Roemer (1986, 1988, 1993) has written extensively on the need for practice-centered doctoral training represented by the doctor of public health. Roemer (1988) asserts that public health leadership is urgently needed around the world. He notes that in most jurisdictions leadership of the public health effort is in the hands of clinical physicians, who know much about the treatment of clinical illness in individual patients, but very little about the prevention of disease and promotion of health in populations or the management of health systems. Effective leadership of the public health program in our modern world requires doctoral level professionals broadly prepared in the meaning, philosophy, and strategies of public health (Roemer, 1986). In Roemer's (1993) view this requires not only an expansion of the number of programs offering the professional doctor of public health but a substantial expansion in the number of schools of public health worldwide.

In response to such concerns, the American Public Health Association, at its 2005 annual meeting, adopted a resolution on Strengthening the Public Health Work Force. This resolution urged Congress to provide adequate funding for a comprehensive national database on the public health workforce; the development of best practices for recruitment, retention and training of the public health work force; and for improved public health leadership and management training.

Subsequently U.S. Senator Chuck Hagel of Nebraska and ten co-sponsors introduced S. 506 -- a bill to be known as the Public Health Preparedness Workforce Development Act of 2005. The Act, if passed, is intended to eliminate critical public health preparedness workforce shortages in Federal, State, local, and tribal public health agencies and to ensure that the United States has a well-trained public health workforce that can effectively respond to terrorist attacks, emerging infectious diseases, and other public health threats and emergencies. It provides scholarships and a loan repayment program for eligible students preparing for careers in governmental public health service.

To get an estimate of the employment demand for graduates, we conducted an exhaustive investigation. Potential data sources included labor studies, position postings in recent years, government documents, and professional associations. This search demonstrated that the enumeration of positions in public health is still in its infancy. This is due to the fact that the CDC, Health Resource and Service Administration's Bureau of Health Professions, and others have only recently begun to investigate the public health workforce needs in the U.S. Activity thus far has generally been pointed at the need for establishing position definitions within the public health workforce and baseline enumeration. There were no data collected or retained by professional organizations, federal or state public health agencies, or publishers of job announcements. However, the Department of Labor predicted that the health professions will experience a faster than average job growth rate (<http://stats.bls.gov/oco/print/ocotjt1.htm>) with a projected increase in employment of 21-35 percent. The increase in the job market is already reflected in the growth of public health programs in colleges and universities.

Further, a recent briefing document from the Council on Linkages between Academia and Public Health Practice (<http://www.phf.org/link.htm>), along with a recent study from the Association of State and Territorial Health Officials, found that "up to 43% of the state public health department work force will retire or be eligible for retirement by 2006." (State Public Health Employee Worker Shortage, Association of State and Territorial Health Officials, 2004).

b. Student Demand

The Dr.P.H. is currently awarded by eighteen accredited schools of public health: Columbia University, George Washington University, Harvard University, Johns Hopkins University, Loma Linda University, Tulane University, University of Alabama-Birmingham, University of Albany, University of California-Berkeley, University of California-Los Angeles, University of Illinois-Chicago, University of Medicine and Dentistry of New Jersey, University of Michigan, University of North Carolina-Chapel Hill, University of North Texas, University of Pittsburgh, University of South Carolina, and University of Texas-Houston. There were a total of 723 students enrolled in studies for the Dr.P.H. in the Fall of

2004 – 392 full-time students and 320 part-time and other. These numbers include 37 pursuing a Dr.P.H. with a specialization in biostatistics, 108 pursuing a Dr.P.H. with a specialization in health services administration, and 219 pursuing a Dr.P.H. with a specialization in community health/health education/behavioral sciences. (Sow, 2005)

Ninety-one Dr.P.H.s were awarded during the 2003-2004 academic year, including five in biostatistics, thirty-one in community health/health education, and eighteen in health services administration and policy. This represents an average of five Dr.P.H. graduates per school. Two schools with accredited programs – Harvard and the University of Illinois at Chicago -- awarded no Dr.P.H.s during 2003-2004. Only a single Dr.P.H. was awarded by a further three programs – George Washington University, the University of Albany, and the University of Medicine and Dentistry of New Jersey. (Sow, 2005).

The manifest need for more Dr.P.H. graduates is such that Boston University, Jackson State University, Morgan State University, Texas A&M University, University of Arkansas for Medical Sciences, University of North Carolina at Greensboro, University of Kentucky, and University of Oklahoma, have all announced Dr.P.H. programs. In reviewing the University of Arkansas and University of North Carolina at Greensboro degree proposals, both present the conclusion that student demand will exceed the capacity for enrollment. Moreover, the UNC-G proposal documented recent job openings as posted in the American Journal of Public Health and the Chronicle of Higher Education for the calendar years 2001-2003 for which Dr.P.H. graduates would qualify. The results indicated that over 50 position openings each year with the position type including the following: post doctoral fellowships, private sector positions, government job, and professorships within academia. Moreover, a review of internet-based resources during two days in September of 2004 revealed 88 positions for which graduates of a Dr.P.H. program would qualify. (The University of North Carolina Request for Authorization to Establish a New Degree Program, March 15, 2006).

University System of Georgia (USG) institutions of higher learning offer over 180 doctoral programs. However, no USG institution currently offers a Dr.P.H. and **only seven (7)** of the 180 programs have a tangential relationship to public health. Georgia Institute of Technology offers the Doctor of Philosophy with a major in Bioinformatics and the Doctor of Philosophy in Applied Physiology, Georgia State University offers the Doctor of Philosophy with a major in Nursing, The Medical College of Georgia offer the Doctor of Nursing Science, and the University of Georgia offers the Doctor of Philosophy in Health Promotion and Behavior, Exercise Science, and Toxicology. It should be noted Medical College of Georgia offers the first professional degree in Medicine, which is related to public health. Moreover, the Rollins School of Public Health at Emory University offers the Ph.D. in Biostatistics, Epidemiology, Behavioral Sciences and Health Education, Health Services Research and Health Policy, and Nutrition and Health Sciences. These data indicated a void in the educational offerings of the state and highlight the need for programs to train the leadership of the public health workforce. Our proposed Doctor of Public Health will provide training in public health with program concentrations in Biostatistics, Community Health Behavior and Education, and Public Health Leadership.

To assess the student demand for the proposed Dr.P.H. we surveyed our current M.P.H. and M.H.S.A. students, our alumni, and Medical Directors of Public Health Districts within the state, Nurse Managers at local health departments, executive directors of community health centers, and executive directors of the Area Health Education Centers (*The Needs Assessment is presented in Appendix I*). Students enrolled in either the MPH program (Biostatistics & Community Health) or the MHSA programs were surveyed to determine their level of interest in pursuing a Dr.P.H. degree. Among the 33 students participating in this assessment, 33.3% (n = 11) were biostatistics students, 30.3% (n = 10) were community health students, and 36.4% (n = 12) were health service administration students. Demographically, 66.7% (n = 22) were female, 35.5% (n = 11) were white, 32.3% (n = 10) were black, and 29.0% (n = 9) were asian.

Data indicated that 78.8% (n = 26) of all students surveyed had seriously considered pursuing a terminal degree and 75.0% (n = 24) expressed interest in pursuing the Dr.P.H. degree. Among these 24 students, 62.5% (n = 15) were interested in pursuing a Dr.P.H. at Georgia Southern University. However, 25.0% (n = 6) indicated they were unsure. Current students were also asked about their specific interest

in specialty areas offered in the College of Public Health. Of the 24 students interested, 33.3% (n = 8) were interested in a Dr.P.H. in Biostatistics, 37.5% (n = 9) were interested in a Dr.P.H. in Community Health Behavior and Education, and 45.8% (n = 11) were interested in a Dr.P.H. in Public Health Leadership.

Alumni of the MPH and MHSa degrees were also surveyed to determine their level of interest in the Dr.P.H. Among the 14 alumni responding, 13.3% (n = 2) received an MPH degree in Biostatistics, 46.7% (n = 7) received an MPH degree in Community Health, and 33.3% received the MHSa degree. Most respondents were female (78.6%). Among those responding to the survey, 50.0% (n = 7) were white and 35.7% (n = 5) were black.

Over 64.0% (n = 9) of alumni participating reported seriously considering a terminal degree, and 50.0% (n = 7) indicated an interest in a Dr.P.H. degree. However, 35.7% (n = 5) were undecided about the Dr.P.H. Among the 7 alumni indicating an interest in the Dr.P.H., 85.7% (n = 6) reported being specifically interested in enrolling at Georgia Southern University. Among these students, 28.6% (n = 2) expressed interest in a Dr.P.H. in Biostatistics, 57.1% (n = 4) expressed interest in a Dr.P.H. in Community Health Behavior and Education, and 85.7% (n = 6) expressed interest in a Dr.P.H. in Public Health Leadership.

An additional survey was administered to determine perception and opportunity of Dr.P.H. trained individuals in various settings throughout the state. Specific targets for this survey included Medical Directors of public health districts (N = 18), nurse managers at local health departments (N = 159), executive directors of community health centers (N = 36), and executive directors of area health education centers (N = 6). A total of 70 surveys were returned yielding a 32.0% return rate.

According to the data, 37.1% (n = 26) indicated familiarity with a Dr.P.H. When inquiring about specific Dr.P.H. degrees among these 26 respondents, 34.6% (n = 9) indicated persons trained in Biostatistics would be beneficial to their organization. Additionally, 73.3% (n = 19) and 80.8% (n = 21) indicated a benefit to their organization for individuals trained in Community Health Behavior/Education and Public Health Leadership, respectively. Additional trends suggested specific organizational needs related to program evaluation (65.4%), leadership (57.7%), data collection (57.7%), community assessment (69.2%), grant writing (57.7%), program planning (69.2%), financial planning (50.0%), and behavior modification (50.0%). As indicated in the table below, other specified needs include communication (30.8%), analytic skill (26.9%), data analysis skill (42.3%), cultural competence (38.5%), critical thinking (42.3%), policy development (46.2%), community mobilization (38.5%), and research design (23.1%).

Skill Area of Need	n	Percent	Skill Area of Need	n	Percent
Program Evaluation	17	65.4	Policy Development	12	46.2
Communication	8	30.8	Community Mobilization	10	38.5
Leadership	15	57.7	Community Assessment	18	69.2
Analytic Skill	7	26.9	Grant Writing	15	57.7
Data Analysis	11	42.3	Program Planning	18	69.2
Cultural Competence	10	38.5	Financial Planning	13	50.0
Critical Thinking	11	42.3	Research Design	6	23.1
Data Collection	15	57.7	Behavior Modification	13	50.0

Survey participants were also asked about specific employment opportunities in their organization, the community, and the state. According to those respondents familiar with a Dr.P.H. degree, only 7.7% (n = 2) indicated a need within their organization. However, 19.2% (n = 5) and 53.8% (n = 14) indicated a need within the community or within the state, respectively. It is important to note that a considerable percentage of respondents were unaware of employment opportunities for persons with a Dr.P.H. degree within their organization (15.4%), within the community (38.5%), or within the state (46.2%). Regarding future need, 23.1% (n = 6) of participants anticipated need within their organization. Moreover,

anticipated need for Dr.P.H. trained individuals in the community and the state was reported to be 26.9% (n = 7) and 61.5% (n = 16), respectively. Lastly, 69.2% (n = 18) of participants indicated they would consider allowing a Dr.P.H. candidate to complete an internship at their organization.

References for this section are presented in Appendix 2

c. Additional Reasons Why the Dr.P.H. is Desirable

Georgia Southern University is uniquely poised to offer the Dr.P.H. degree. The University has already established an excellent reputation for serving rural southeast Georgia with applied graduate programs (e.g., the M.P.H. and M.H.S.A programs in the Jiann-Ping Hsu College of Public Health, the PsyD, the Ed.D. in Educational Administration, the Ed.D. in Curriculum Studies, the MBA—a nationally ranked graduate program, and the Family Nurse Practitioner in the MSN program). In addition, the newly approved PsyD program offers opportunities for interdisciplinary collaborations and training, particularly in the Community Health Behavior and Education program concentration of the proposed Dr.P.H.

In 2004, the Board of Regents of the University System of Georgia acknowledged the need to increase the number of public health workers trained to address the emerging needs of the state by adopting the University System of Georgia's (USG) Strategic Plan for Public Health Education, Research, and Service. The objective of the USG Strategic Plan for Public Health is to ensure that the system becomes one of the national leaders in public health education, research, and service. In line with this plan, the Board approved the request of President Bruce Grube that Georgia Southern University be authorized to establish the Jiann-Ping Hsu School of Public Health (JPHSOPH). The establishment of the School was made possible by a generous gift from Dr. Karl E. Peace, in memory and honor of his wife, Dr. Jiann-Ping Hsu. The new school was charged with establishing a plan to become an accredited school of public health by the Council on Education for Public Health within five to seven years (i.e., 2009 – 2011). In order to position the Jiann-Ping Hsu School of Public Health for accreditation by the Council on Education for Public Health (CEPH), the School was transitioned to the Jiann-Ping Hsu College of Public Health (JPHCOPH) effective January 1, 2006. CEPH Criteria 2.10 states "The school shall offer at least three doctoral programs that are relevant to any of the five areas basic to public health knowledge" (CEPH Accreditation Criteria for Schools of Public Health, 2005, p. 18 <http://www.ceph.org/files/public/SPH-Criteria-2005.SO5.pdf>. See *Appendix 3*). Thus, one of the needs that the proposed Dr.P.H. program addresses within the University System of Georgia is to advance the USG Strategic Plan for Public Health Education, Research, and Service.

d. Reports of Advisory Committees

Consultation on the proposed program was obtained from the following public health professionals:

Administrators

Donna L. Richter, Ed.D., FAAHB, Dean, Arnold School of Public Health, University of South Carolina.

Dr. Richter is an internationally known public health professional. She has extensive administrative experience at the Department Chair and Dean levels. In addition, she is an active member of the Accredited Schools of Public Health – ASPH and has served as an accreditation site reviewer for program and school accreditation with the Council of Education for Public Health – CEPH.

Daniel L. Bibeau, Ph.D., Department Head, Department of Public Health, University of North Carolina at Greensboro. Dr. Bibeau chairs a department that offers a CEPH accredited program in Public Health – M.P.H. in Community Health Education and is the architect of the recently approved Dr.P.H. program at UNC-G.

David White, Ed.D., Professor and Chair, Department of Health Education, East Carolina University. Dr. White has an excellent record of research funding and outstanding teaching within Community Health Behavior and Education.

Nancy Persily, M.P.H., Associate Dean for Academic Affairs and Clinical Professor, School of Public

Health School of Public Health, State University of New York at Albany. Ms. Persily's areas of expertise include health care administration, managed care, health care planning, strategic planning, and eldercare.

Biostatistics

Cheryl L. Addy, Ph.D., Associate Professor of Biostatistics, Executive Associate Dean, Arnold School of Public Health, University of South Carolina. Dr. Addy serves as a consultant and site reviewer for program and school accreditation with the Council of Education for Public Health – CEPH.

Amy Herring, Sci.D., Assistant Professor, Department of Biostatistics, School of Public Health, University of North Carolina at Chapel Hill. Dr. Herring received her doctoral degree in biostatistics from the Harvard School of Public Health and has worked at the School of Public Health at UNC-CH for the past six years.

Gary Koch, Ph.D., Professor, Department of Biostatistics, School of Public Health University of North Carolina at Chapel Hill. Dr. Koch is an internationally known scholar in the area of biostatistics.

Richard J. Kryscio, Ph.D. Richard J. Kryscio, Ph.D. Professor and Chair, Department of Biostatistics, College of Public Health, University of Kentucky. Dr. Kryscio is a member of several statistical societies including the American Statistical Association and the International Biometrics Society. He has published extensively in a variety of journals including Biometrics.

Brani Vidakovic, Ph.D., Professor, Center for Biostatistical Modeling and Data Management, The Wallace H. Coulter Department of Biomedical Engineering, Georgia Institute of Technology and Emory University - School of Medicine and Department of Biostatistics, Rollins School of Public Health. Dr. Vidakovic is a well-known Bayesian statistician and the current President of the American Statistical Association-Georgia Chapter.

Community Health Behavior and Education

James Eddy, D.Ed., Professor and Chair, Division of Health and Safety, Department of Health and Kinesiology, Texas A&M University. Dr. Eddy is a nationally known expert in the area of Community Health Behavior and Education and the former Director of the Ph.D. Program in Health Education and Health Promotion jointly offered at the University of Alabama and the School of Public Health at the University of Alabama at Birmingham.

Brain Colwell, Associate Professor and Head, Department of Social and Behavioral Health, The School of Rural and Public Health, Texas A&M University. Dr. Colwell is a nationally known expert in the area of Health Behavior and Education.

Bill Jenkins, Ph.D., MPH is professor of Public Health Sciences at Morehouse College and Associate Director of its Research Center on Health Disparities. For two decades he served as Supervisory Epidemiologist in the National Center for HIV, STD, and TB Prevention (NCHSTP) at the Centers for Disease Control and Prevention (CDC) and managed its Minority Health Activities Program.

Robert F. Valois, Ph.D., M.P.H., Professor, Health Promotion and Education, Arnold School of Public Health, University of South Carolina. Dr. Valois is a nationally known scholar in the area of health promotion, education, and behavior.

William H. Zimmerli, Ed.D., FASHA, Professor of Public Health and Coordinator of the MPH Program, Fort Valley State University. Dr. Zimmerli has over 40 years of administrative experience in the field of health science and public health as chair, director and dean. His specialty areas include health education, promotion and wellness.

Mohammad R. Torabi, PhD, MPH, Chair and Chancellor's Professor, Department of Applied Health Science, Indiana University. The M.P.H. program within Dr. Torabi's department is accredited by the Council on Education for Public Health – CEPH.

Public Health Leadership

James Johnson, Ph.D., MPH, Professor at Central Michigan University's Doctor of Health Administration Program and founding director of the Doctoral Program in Health Administration at the Medical University of South Carolina.

Bernie Kerr, Ed.D., MHA, MPH, MBA, MIM, FACHE, Past Senior Accreditation Fellow for ACEHSA (graduate accreditation body for health administration, now called CAHME) who also has a doctoral degree in curriculum and the instructional process and practiced as a health administrator for over 20 years.

Gary Kreps, Ph.D., Professor and Endowed Chair of the Communications Department (heavy health communication emphasis) at George Mason University. Dr. Kreps was past division director for health communication at the National Cancer Institute.

Dr. Joel M. Lee, Dr.P.H., University Professor of Health Services Management, College of Public Health, University of Kentucky. Dr. Lee was involved in the development of the Dr.P.H. at the University of Kentucky and serves as a consultant to institutions developing M.P.H. and Dr.P.H. programs.

Review letters from the curriculum consultants are presented in Appendix 4.

e. Similar Programs

Currently there are no Dr.P.H. programs within the state of Georgia. The University of Georgia offers the Doctor of Philosophy in Health Promotion and Behavior, Exercise Science, and Toxicology. Two of these three are housed in the new College of Public Health. The faculty in the College of Public Health at UGA are developing a generalist Dr.P.H. to position the College for CEPH accreditation. This program is targeted to begin admitting students Fall 2007 – this is the same time frame as the Georgia Southern University Dr.P.H. program. The Rollins School of Public Health at Emory University (Private) offers the Ph.D. in Biostatistics, Epidemiology, Behavioral Sciences and Health Education, Health Services Research and Health Policy, and Nutrition and Health Sciences. Within the southeastern United States the following universities offer the Dr.P.H. degree.

University of South Carolina – Program Concentrations in Epidemiology and Biostatistics, Environmental Health, Health Administration, and Health Promotion – <http://sph.sc.edu>;

University of Alabama at Birmingham – Program Concentrations in Environmental Health Sciences, Epidemiology, and International Health and Global Studies - <http://www.soph.uab.edu>;

University of North Carolina at Chapel Hill – Program Concentrations in Biostatistics, Health Leadership, Maternal and Child Health, and Nutrition – <http://sph.unc.edu>;

University of North Carolina at Greensboro – Program Concentration in Health Education - <http://www.uncg.edu/phe>;

Tulane University – Program Concentrations in Community Health Sciences, Environmental Health Sciences, Epidemiology, Internal Health and Development – <http://www.sph.tulane.edu>.

3. Procedures Used to Develop the Program

The steps indicated below in chronological order explain the development of the Georgia Southern Dr.P.H. program and this proposal.

1. Public Health at Georgia Southern University began in 1998 with the development of the Master of Public Health (M.P.H.) degree with an emphasis in Community Health Education and the Master of Health Services Administration (M.H.S.A.) degree. The M.P.H. was expanded to include an emphasis in Biostatistics in 2000.
2. The 2001-2002 University-wide Program Review resulted in the M.P.H. being targeted as an Enhanced Program with the concept of developing a School of Public Health.
3. On January 14, 2004 the Board of Regents established the first School of Public Health in the University System of Georgia and named it the Jiann-Ping Hsu School of Public Health. The establishment of the School was made possible by a generous gift from Dr. Karl E. Peace, in memory and honor of his wife, Dr. Jiann-Ping Hsu.
4. In addition to the creation of the School of Public Health, the Board of Regents also approved the establishment of the Karl E. Peace Center for Biostatistics. The Center for Biostatistics functions as a focal point for biostatistical consulting, education, and grantsmanship for the College and University.
5. In order to position the Jiann-Ping Hsu School of Public Health for accreditation by the Council on Education for Public Health (CEPH), the School transitioned to the Jiann-Ping Hsu College of Public Health effective January 1, 2006. A Founding Dean was appointed for the new college. Along with this transition, the Center for Rural Health and Research (CRHR) was moved under the new college. The Center functions as a focal point for the improvement of health status and quality of life of individuals in rural Georgia by creating successful partnerships with community organizations, faculty and students.
6. Faculty in the new Jiann-Ping Hsu College of Public Health begin the formation of the college and develop goals and objectives to achieve accreditation by 2010. This includes the establishment of an infrastructure for the college, location of a facility to house the new college as it develops, and begin to position the college to meet the accreditation criteria: hire faculty, expand the M.P.H. to all five areas of core public health knowledge, and develop a doctoral degree in at least three of the five core areas.
7. Founding Dean developed a plan with faculty input to fully understand the revised (June 2005) CEPH accreditation criteria, expand the M.P.H., and to develop the Dr.P.H.
8. Faculty reviewed the web sites CEPH Accredited Schools of Public Health, with particular focus upon the Dr.P.H. degree programs.
9. Faculty visited the Arnold School of Public Health at the University of South Carolina for a fact finding mission on CEPH criteria and the development of the Dr.P.H.
10. Consultants brought on board to conduct needs assessment and assist with curriculum development in three areas of concentration: Biostatistics, Community Health Behavior and Education, and Public Health Leadership. Needs assessment included surveying of current students, alumni, Medical Directors of Health Districts in the state of Georgia, and Directors of local Health Departments.
11. Areas of focus identified by the faculty and curriculum models selected – Georgia Washington University, University of Kentucky, University of Arkansas, and the University of North Carolina at Greensboro. Templates developed.
12. Model of the curriculum developed and faculty given tasks of developing the courses and program concentration models,
13. Dean consulted with CEPH accreditation staff and received a positive review about the curriculum -

the program appears to be in line with CEPH accreditation standards (3 areas of focus).

14. Preliminary Proposal for the development of Doctorate in Public Health (Dr.P.H.) developed and submitted to the Provost and Vice-President for Academic Affairs. Permission was granted to proceed with the development of the full proposal.
15. Faculty completed the development of the curriculum and then the curriculum was sent to external "experts" in each of the program concentration areas as well as experienced Public Health Administrators (Department Chairs, Associate Deans, and Deans of Schools of Public Health). Experts provided suggestions for improvement and overwhelming support for the curriculum.
16. Curriculums revised based upon feedback and suggestions and faculty unanimously approved the Dr.P.H curriculum at faculty meeting.
17. Faculty, Dean, and Dean's staff prepared courses and BOR preliminary and full degree proposals for review by the Graduate Committee at Georgia Southern University.
18. Courses, Curriculum Models, and the required BOR proposals were unanimously approved by the Graduate Committee.
19. Courses, Curriculum Models, and the required BOR proposals were unanimously approved by the Faculty Senate of Georgia Southern University.
20. Courses, Curriculum Models, and the required BOR proposals were approved and appropriate curriculum forms signed by the Provost and Vice-President for Academic Affairs.
21. President approved and authorized the submission of the Dr.P.H. proposals to the University System of Georgia Office of Academic Affairs for review and presentation to the BOR for approval.

4. Curriculum

a. Required, Recommended, and Sample of Courses of Study

Goal

The Doctor of Public Health (Dr.P.H.) program at Georgia Southern University is committed to producing public health practitioners who possess the knowledge, skills, and values necessary to contribute to an effective public health workforce. The Dr.P.H. prepares professionals for broad-based practice in public health, through the integration of advanced courses in public health sciences (biostatistics, environmental health, epidemiology, health services administration, and social and behavioral sciences), a community-based practice core and advanced courses in three concentration areas: Biostatistics, Public Health Leadership, Community Health Behavior and Education. The program serves both the full-time student preparing for a career in public health, as well as currently employed public health professionals seeking an advanced education to augment their existing skills and backgrounds. Concentrations in Epidemiology and Environmental Health Sciences will be added as the Jiann-Ping Hsu College of Public Health achieves accreditation by the Council of Education for Public Health – CEPH.

The Dr.P.H. degree is the terminal professional degree conferred in recognition of an individual's command of a comprehensive body of knowledge in the field of public health and related disciplines, and of the proven ability to initiate, organize, and pursue the investigation of significant problems in public health practice.

Those who earn this degree are expected to occupy leadership positions in public health and related areas. Additionally, individuals earning this degree will be positioned to exert significant influence on the development of policies and programs aimed at improving the health of populations in the region. It

is anticipated that such positions will represent considerable diversity with respect to international, national, state or local levels; and in the public or private sector. In addition, those who earn the Dr.P.H. degree may also seek teaching and research positions at colleges and universities.

Purpose

The Dr.P.H. is the terminal professional degree for those who intend to pursue or advance their professional practice career in public health. The proposed Dr.P.H. program aims to train students for advanced science-based practice and practice-oriented research. Public health practice involves the strategic, organized and interdisciplinary application of knowledge, skills and competencies necessary to perform essential public health services necessary to improve the population's health.

The Dr.P.H. is conferred in recognition of the candidate's command of a comprehensive body of knowledge in public health, their ability to initiate, organize and pursue the investigation of significant problems in public health, and their capacity to formulate policies, strategies, and/or programs on the basis of the knowledge generated. The Dr.P.H. leads to a career in administration, teaching, or public health practice, where advanced analytical and conceptual capabilities are required.

The Dr.P.H. program expands the competencies included in the Jiann-Ping Hsu College of Public Health Master of Public Health (M.P.H.) program for all matriculating students, with increased emphasis on advanced skills in evidenced-based problem-solving. Students who have not completed one or more of the M.P.H. core public health courses must complete these courses as part of their doctoral program. In addition, those students are required to complete a minimum of 63 credit hours for the doctoral degree. Students with a master's degree other than in public health may be required to take health or health-related courses in addition to the 63 minimum credit hours.

The Dr.P.H. Program offers students the opportunity to specialize their training in three program concentration areas:

- Biostatistics
- Community Health Behavior and Education
- Public Health Leadership

The Curriculum

The Dr.P.H. is an advanced professional degree designed for highly motivated students who either have a first professional degree or a substantial interest in public health. Unique sequencing of courses, community-based practice activities and practicum, and field/laboratory research provide students with a unique comprehensive curriculum to advance their skills in public health practice.

The Dr.P.H. program requires a minimum of 63 credit hours and is offered on both a full-and part-time basis. The overall curriculum model includes:

Curriculum Component	Credit Hours
Public Health Science Core	15
Community-Based Practice Core	9
Advanced Courses in Concentration	24
Doctoral Public Health Field Experience	6
Dissertation	9
Total Hours (minimum)	63

The Dr.P.H. Public Health Sciences Core provides advanced courses in the core disciplines of public health. The Community-Based Practice Core courses are designed to provide an interdisciplinary approach to community based participatory research, program planning and evaluation, and public health funding and grantsmanship. Advanced specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in three core areas of concentration: Biostatistics, Public Health Leadership and Community Health Behavior and Education.

An important practical experience in a public health venue is a field practicum in a public health related setting. Dr.P.H. students will complete a 250 hour preceptorship under the joint direction of a qualified specialist working in the area of concentration and a public health faculty member.

The Dissertation serves as the culminating academic experience for students in the Dr.P.H. program. The dissertation requires the student to defend (both orally and in written format) a data-based project that integrates their area of specialization with public health practice.

Sample Program of Study

Fall 1 (9 credits)		Spring 1 (9 credits)		Summer 1 (6 credits)	
PUBH 8131 (3)	Sampling Methodology	PUBH 8132 (3)	Environmental and Occupational Health	PUBH 8134 (3)	Health Economics, Policy and the Political Process
PUBH 8135 (3)	Social and Behavioral Aspects of Health	PUBH 8133 (3)	Epidemiological Methods	PUBH 9131 (3)	Community- Based Participatory Research in Public Health
XXXX YYYY (3)	Required Concentration Course	XXXX YYYY (3)	Required Concentration Course		
Fall 2 (9 credits)		Spring 2 (9 credits)		Summer 2 (6 credits)	
XXXX YYYY (3)	Required Concentration Course	XXXX YYYY (3)	Required Concentration Course	PUBH 9133 (3)	Community- Based Public Health Program Planning and Evaluation
XXXX YYYY (3)	Required Concentration Course	XXXX YYYY (3)	Required Concentration Course	PUBH 9135 (3)	Public Health Funding and Grantsmanship
XXXX YYYY (3)	Required Concentration Course	XXXX YYYY (3)	Elective Concentration Course		
Fall 3 (9 credits)		Spring 3 (6 credits)			
PUBH 9760 (6)	Doctoral Preceptorship in Public Health	PUBH 9999 (6)	Dissertation		
PUBH 9999 (3)	Dissertation				

1st Year: Advanced courses in the five core knowledge areas of Public Health, two required program concentration courses, and one course in the community-based participatory core.

2nd Year: Program concentration courses and two courses in the community-based participatory core.

3rd Year: Practicum and Dissertation

All courses are newly developed for this degree program. Curriculums for each program concentration and sample programs/scheduling are presented in Appendix 5.

Grades. Students must maintain a 3.0 average (B or better) in course work to proceed in the doctoral program and to be eligible to proceed with a dissertation. Grades in all courses applied toward the doctorate must be B or better. Students will become academically ineligible when any of the following occur in course work of an approved program of study: (1) grades of F or WF in any two courses; (2) grades of C or below in nine semester hours, (3) a grade of F or WF in combination with six hours of C or below grades; or (4) the minimum 3.0 average is not achieved within the minimum number of semester hours required for the degree.

Residency. The Dr. P.H. program requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement. There is no foreign language requirement.

Transfer Credits. Students may request that up to, but no more than, 6 graduate credit hours be applied toward the 63 credit required for the Dr. P.H. Transfer credit must also satisfy the same requirements as courses taught for doctoral training within the Jiann-Ping Hsu College of Public Health (e.g., minimum grade of B), be consonant with the student's approved program of study, and have been received from a regionally accredited college or university. Thesis and dissertation credits can not be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and/or instructor testimony. Equivalence is determined by the Faculty Advisor. Credit reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

Course Time Limit. All requirements for the Dr. P.H. must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. For transfer students, the seven-year time limit commences with the semester during which transfer credit was earned.

Qualifying Examination. The purpose of the Qualifying Examination is to assess the student's knowledge and integration and application of the student's knowledge to problems in public health principles obtained at the doctoral level of study.

The Qualifying Examination is usually completed after the fourth semester of course work, at the end of the Spring semester of the second year, or the beginning of the Fall semester of the third year. The examination must be taken within one semester of completing all course work.

The student selects four faculty members to serve as the examination committee. All members of the examination committee must be selected from the faculty of the Jiann-Ping Hsu College of Public Health. Three of these faculty members must be from the student's area of concentration and one member must be from a public health area outside of the concentration. The student will appoint a chair of the examination committee, with the restriction that (s)he be in the area of concentration and a Full Member of the Graduate Faculty. The composition of the examination committee must be approved by the Jack N. Averitt College of Graduate Studies.

The exam consists of two parts: written and oral. Each committee member will prepare two (2) written questions for the chairperson of the committee. Six of the questions will focus upon the student's program concentration and one question will focus on the public health science core courses and one question will focus on community-based practice core courses. The chairperson will return the questions to the originating committee member for grading. The faculty member will evaluate each question and determine if the question receives a pass, a qualified pass, or a failure. Within 30 days of successfully

completing the written portion of the exam, the student and committee members will assemble for the oral examination. The oral exam will focus on the answers to the written questions as well as further questions regarding the student's ability to demonstrate an understanding of public health practice. The committee will collectively evaluate the student based on the grades assigned the individual written answers and the student's responses to the oral questions. One official grade will be given for the entire exam: pass, qualified pass, or fail.

Admission to candidacy follows successful completion of the qualifying examination, which requires a 3/4 favorable vote of the committee. The chairperson of the committee will officially notify the student and the College of Graduate Studies of the outcome of the qualifying examination. After successfully completing the qualifying examination, the student is recommended for candidacy for the degree. A qualified pass will require additional coursework as outlined by the committee to correct a deficiency.

In the case of failure of the qualifying examination, the committee may approve a second examination with no more than one dissenting vote. A second examination can be taken no sooner than three months following the initial failure. A second failure constitutes denial of admission to candidacy for the doctoral degree in public health and termination from the program.

Candidacy. Upon satisfactory completion of program study course work (except for the dissertation) with the minimum grade point average and the written and oral portions of the qualifying examination, the doctoral student is automatically advanced to candidacy for the degree by the College of Graduate Studies.

Dissertation. Doctoral candidates are required to prepare and successfully defend a dissertation. The dissertation research may be substantially original or applied but must make a contribution to the existing field of knowledge within the student's program concentration. In most instances, the dissertation is completed prior to the end of the Spring semester of the third year.

The purpose of the dissertation is to demonstrate the candidate's ability to conduct research of a type appropriate to the academic discipline, to analyze information obtained from research, and to present the results in a form acceptable to the Dissertation Committee and the College of Graduate Studies. Each student will form a Dissertation Committee following advancement to Candidacy. The committee will be composed of four members, with one member being external to the college. In addition, one of the members will serve as the chair of the Dissertation Committee. The Chair must be a member of the Jiann-Ping Hsu College of Public Health and a Full Member of the Graduate Faculty. The student will prepare a dissertation proposal and submit it to his/her Dissertation Committee.

The student will present and defend the dissertation proposal to the Dissertation Committee after being admitted into candidacy for the degree. The examination includes a detailed review and discussion of the proposed dissertation research and subject, and includes a written and oral component. The written exam consists of a dissertation proposal describing the proposed area of study, research and research design, and background information. The oral examination will include questions that will focus discussion on the content of the written dissertation proposal. The defense is open to the public and therefore may be attended by others outside the Dissertation Committee. The doctoral committee must approve the proposal in writing and the student must receive approval from the University Internal Review Board (IRB) before the proceeding with the dissertation research.

Upon completion of the research, the student must complete and defend his/her research to the committee members. The dissertation and its defense must be approved by all committee members. The defense may be attended by others outside the Committee. The chairperson of the committee will notify the student and the College of Graduate Studies in writing of the outcome of the dissertation defense. All requirements for the Dr. P.H. including the presentation and defense of the dissertation must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program.

Students should confer with their dissertation adviser as well as with the College of Graduate Studies to insure that the composition of their Dissertation Committee meets the University requirements. In addition, students are expected to follow all the guidelines specified by the College of Graduate Studies regarding the proper preparation of their dissertation.

Faculty Advisor. Each student is assigned a faculty advisor upon admission. The role of the faculty advisor is to assist the student in developing a program of study for the degree and that assures sufficient flexibility to satisfy individual goals. The faculty advisor is responsible for reviewing and discussing the requirements of the College of Public Health and the College of Graduate Studies with the student to insure that the student is fully informed of the requirements necessary for completing the Dr.P.H. degree. In addition to programmatic advising, faculty advisors provide mentoring for Dr.P.H. students. Mentoring is a relationship built upon open communication between the student and the faculty advisor who is responsible for the overall guidance and professional development of the student. It is often through this relationship that students acquire the doctoral-level training in sophisticated analytical thinking, identification of significant questions and literature in the field, and understanding of the experimental and disciplinary concepts and the design of approaches to productively address problems in public health. In many cases, the faculty advisor will also be the student's dissertation committee chair and thus will play an active role in proposing appropriate professional and/or research opportunities, as well as monitoring the student's progress.

b. – c. See Appendix 6 for Course Descriptions and Prerequisites

d. Cross-listed Courses in a Proposed Master's Program. Not Applicable

e. Documentation Regarding Course Approvals -See Appendix 7.

g. Practicum

PUBH 9760 Doctoral Preceptorship in Public Health. The doctoral preceptorship/field experience consists of 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship. ^ Credit Hours. Students will work with the Doctoral Preceptorship Coordinator to establish the practicum site. Standard procedures developed for the M.P.H. and M.H.S.A. practice experiences will be adapted to fit the Dr.P.H. program. Students will be jointly supervised by the Doctoral Preceptorship Coordinator and the site professional.

Building on the practicum and managerial residency requirements of the M.P.H. and M.H.S.A. programs students in the Dr.P.H. will have opportunities in Statesboro and throughout the state. A sample of current and potential practice sites is below:

American Red Cross	Bulloch County Health Department
East Georgia Regional Hospital	Chatham County Health Department
Memorial Health University Hospital	Centers for Disease Control and Prevention
Candler-St Joseph's Hospital	Magnolia Area Health Education Centers (AHEC)
Willingway Hospital	Community Health Centers
GCC - Regional Programs of Excellence	Health District Offices (Districts 9.1 and 9.2)
AID Atlanta	American Cancer Society, Inc.
Amethyst Project (Savannah and Atlanta)	Emanuel Medical Center
Georgia Division of Public Health	Richmond County Extension Services
Safe Haven Shelter	Ogeechee Area Hospice

h. Proposed Program Consistent with National Standards

The CEPH is the accrediting agency for Schools of Public Health. To be accredited, Schools of Public Health must offer MPH degree programs and at least three doctoral program concentrations in public health. All degree programs must address the basic principles of public health science, and must ensure that students have mastered the ability to apply these areas of public health science in an integrated fashion to address public health problems. The JPHCOPH will initiate the process for accreditation by CEPH in March 2008. If approved, the Dr.P.H. will be included as an academic component of the JPHCOPH for consideration of the CEPH site visit team in 2010. The CEPH accreditation criteria for Schools of Public Health can be found at <http://www.ceph.org/files/public/SPH-Criteria-2005.S05.pdf>.

i. Student Outcomes for the Program

Students who complete the Dr.P.H. degree from the Jiann-Ping Hsu College of Public Health should be able to:

- Contribute to the public health profession through the practice of sound professional public health principles and ethics;
- Participate in professional development, research, service, and educational activities that contribute to the knowledge base and service outreach of public health;
- Integrate and apply the knowledge and competencies within five core public health areas of knowledge (biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences);
- Demonstrate expertise in community-based participatory research and program planning and evaluation that contributes to the advancement of public health practice;
- Demonstrate skills and knowledge in public health funding and grantsmanship;
- Demonstrate advanced knowledge and skills necessary for leadership roles within public health in one of the following areas: biostatistics, community health behavior and education or public health leadership; and
- Recognize and facilitate diversity of thought, culture, gender and ethnicity through inter-professional communication and collaboration.

Student Learning Outcomes for each program concentration are presented in Appendix 8.

5. Inventory of Faculty Directly Involved

Members of the faculty in Biostatistics, Community Health Behavior and Education, and Public Health Leadership will have new administrative duties, described below. Faculty who teach the new courses developed specifically for the Dr.P.H. program will spend significant time on curriculum development but continue to teach a full load each spring and fall semester.

The workload of other faculty within the JPHCOPH directly involved in the Dr.P.H. program is not expected to increase significantly. Although each may increase commitment by serving as an advisor and on examination and dissertation committees, the Dr.P.H. program will be small and selective, with incoming classes expected to be, at most, 5 students in each program concentration (Total of 15 new students each year).

It will not be necessary to add faculty to begin the program. The JPHCOPH will however continue to add faculty to meet CEPH accreditation criteria. The projected faculty hire model leading to accreditation is presented in the table below:

Table Faculty Hiring Model for the JPHCOPH to achieve accreditation from CEPH

Public Health Area	Current	2005/06 Searches	2006/07 Profile	2006/07 Searches	2007/08 Profile	2007/08 Searches	2008/09 Profile
Administration Public Health		2	2	3	5		5

Leadership							
Social/Behavioral Community Health Behavior and Education	2	2	4	1	5		5
Biostatistics	3	0	3	2	5		5
Epidemiology	1	1	2	2	4	1	5
Environmental		1	1	1	2	3	5
Totals	6	6	12	9	21	4	25
Public Health Area	2008/2009 Profile	2008/09 Searches	2009/2010 Profile	2009/2010 Searches	2010/2011 Profile	2010/2011 Searches	2011/2012 Profile
Administration Public Health Leadership	5	1	6		6	1	7
Social/Behavioral Community Health Behavior and Education	5	1	6	1	7	1	8
Biostatistics	5	1	6		6	1	7
Epidemiology	5		5	1	6		6
Environmental	5		5	1	6		6
Totals	25	3	28	3	31	3	34

The following faculty members will teach courses taken by students in the Dr.P.H. program and/or conduct research that might involve advising Dr.P.H. students. The following list notes their potential responsibilities and Dr.P.H. courses that they may teach. *See Appendix 9 for their curricula vitae.*

Karl E. Peace, Ph.D. FASA

Professor, Senior Scientist, Georgia Cancer Coalition Distinguished Cancer Scholar
Medical College of Virginia

Biostatistics

BIOS 9331 Meta-Analysis

BIOS 9431 Descriptive Biostatistics and Assumption Checking

BIOS 9433 Analysis with Missing and Mis-specified Data

Workload impact: student advisement, preceptorship, examination and dissertation committees

Robert L. Vogel, Ph.D.

Professor

Emory University

Karl E. Peace Endowed Chair of Biostatistics

Director, Karl E. Peace Center for Biostatistics

Biostatistics

PUBH 8131 Sampling Methodology

BIOS 9131 Advanced Statistical Inference for Biostatisticians - I

BIOS 9133 Advanced Statistical Inference for Biostatisticians - II

BIOS 9432 Randomization and Bootstrap Methods in Health Data

Workload impact: program director, student advisement, examination and dissertation committees

Laura H. Gunn, Ph.D.

Assistant Professor

Duke University

Biostatistics

BIOS 9231 Bayesian Statistics I

BIOS 9233 Bayesian Statistics II

BIOS 9333 Applied Longitudinal Data Analysis

BIOS 9130 Research Seminar in Biostatistics

Workload impact: student advisement, preceptorship, examination and dissertation committees**Anthony V. Parrillo, Ph.D., CHES**

Associate Professor

Indiana University

Community Health Behavior and Education

PUBH 8135 Social and Behavioral Aspects of Health

CHBE 9130 Research Methods in Community and Behavioral Health

Workload impact: program director, preceptorship, student advisement, examination and dissertation committees**Alison J. Scott, Ph.D.**

Assistant Professor

Bloomberg School of Public Health

Johns Hopkins University

Community Health Behavior and Education

CHBE 9333 Global Health

CHBE 9133 Public Health Emergencies and Community Preparedness

CHBE 9333 Health Disparities and the Rural Underserved

Workload impact: student advisement, examination and dissertation committees**Swati Raychowdhury, Ph.D. M.P.H.**

Assistant Professor

Indiana University

Community Health Behavior and Education

CHBE 9233 Social Marketing Theory and Methods for Health Education and Promotion

CHBE 9333 Health Across the Lifespan

Workload impact: student advisement, examination and dissertation committees**Charles J. Hardy, Ph.D.**

Professor and Founding Dean

Louisiana State University

Community Health Behavior and Education

PUBH 9135 Public Health Funding and Grantsmanship

Workload impact: serve on dissertation committees**Gerald R. Ledlow, Ph.D., M.H.A, CHE**

Associate Professor

University of Oklahoma

Public Health Leadership

PUBH 8134 Health Economics, Policy and the Political Process

PHLD 9131 Foundations and Strategies for Health Organization Leadership

PHLD 9231 Health Informatics and Decision Making

PHLD 9233 Enterprise Resource Planning and Management in Health Organizations

Workload impact: program director, preceptorship, student advisement, examination and dissertation committees

Ahmed Adu-Oppong, Ph.D., M.B.A., M.H.A., M.S.

Assistant Professor

School of Public Health at Houston

University of Texas Health Science Center at Houston

Public Health Leadership

PHLD 9133 Health Organization Communication

PHLD 9333 Strategic and Contingency Planning

PHLD 9331 Seminar in Health Services Policy, Regulation, Ethics and Advocacy

Workload impact: preceptorship, student advisement, examination and dissertation committees**Stuart Tedders, Ph.D.**

Associate Professor

Director, Center for Rural Health and Research

Arnold School of Public Health

University of South Carolina

Epidemiology

PUBH 8133 Epidemiological Methods

PUBH 9131 Community-Based Participatory Research in Public Health

PUBH 9133 Community-Based Public Health Program Planning and Evaluation

Workload impact: preceptorship, student advisement, examination and dissertation committees**Cassandra Arroyo, Ph.D.**

Assistant Professor

School of Public Health

Harvard University

Epidemiology/Biostatistics

PUBH 8133 Epidemiological Methods

Workload impact: student advisement, examination and dissertation committees**Kari Fitzmorris, Sc.D.**

Assistant Professor

School of Public Health and Tropical Medicine

Tulane University

Environmental Health Sciences

PUBH 8132 Environmental and Occupational Health

Workload impact: student advisement, examination and dissertation committees**6. Outstanding Programs of this Nature in Other Institutions**

Three outstanding Dr.P.H. programs appear below, demonstrating the variation in terms of focus. Note that the Georgia Southern University Jiann-Ping Hsu is proposing a program that would specifically prepare students to public health practitioners in three areas of specialization: Biostatistics, Community Health Behavior and Education, and Public Health Leadership. Note also that there are no Dr.P.H. programs in the state of Georgia at private or public (USG) institutions. Finally, the University of Georgia is developing Generalist Dr.P.H. to meet CEPH accreditation guidelines.

University of North Carolina at Chapel Hill<http://www.sph.unc.edu/>**CEPH Accredited****Contact**

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Doctor of Public Health – Biostatistics

Program Focus

The Dr.P.H. program in Biostatistics is designed to prepare students for positions of leadership in applied research settings related to human health. According to the web site for the Department of Biostatistics “The UNC Department of Biostatistics is one of the strongest academic units in the University of North Carolina School of Public Health, and it stands as one of the best departments of its kind in the world. The Department was established in 1949 with the goals to advance statistical science, and, ultimately by its application, to improve human health. To achieve these goals, the Department of Biostatistics offers training and research programs to develop and apply innovative statistical methods to problems of human health and disease, including basic biomedical sciences.” <http://www.sph.unc.edu/bios/about/>

Applicants must possess an appropriate Bachelor's or Master's degree (in biostatistics, statistics, or a closely related field) with prior mathematics training at least including advanced calculus and linear algebra is required. In addition, applicants must have at least 12 months of acceptable full-time, relevant post-baccalaureate work experience in public health, with an option to substitute an acceptable prior advanced degree (such as an MD degree) for the experience.

Curriculum

Biostatistics Foundation Core: BIOS 258, BIOS 262, and either BIOS 263 or BIOS 267.

Electives: Nine credit hours of 200 level BIOS courses.

At least 18 credit hours of non-statistical courses relevant to Public Health.

Practicum: BIOS 341 , at least 5 credit hours of BIOS 342, or 2 credit hours of BIOS 342 and 3 credit hours of BIOS 350.

Doctoral Dissertation: BIOS 394.

A "Typical" Dr.P.H. program (The program may vary by the student's background, area of specialization, and interests). Assumes completion of "typical" MPH program plus BIOS 160, BIOS 161, and BIOS 163, or equivalents.

Year 1 Fall	Year 1 Spring
BIOS 258 (4)	BIOS 265 (3)
BIOS 262 (4)	BIOS 267 (3)
EPID 256 (3)	EPID 225 (3)
Year 2 Fall**	Year 2 Spring
BIOS 231 (4)	BIOS 342 (3)
BIOS 235 (3)	BIOS 394 (3)
EPID 219 (3)	Start Dr.P.H. dissertation

Doctor of Public Health - Health Leadership

Program Focus <http://www.sph.unc.edu/hpaa/drph.htm>

As the only program of its kind in the country, the Dr.P.H. in Health Leadership prepares working healthcare professionals to become top leaders. This highly competitive, distance learning program uses the latest Internet technology to connect distinguished faculty and students in an unparalleled educational environment.

Curriculum

All students matriculate through the curriculum at the same pace. Every course in the first two years is required of every student. Some students will no doubt be expert at some elements of the curriculum but

will still be required to take those elements. Students are encouraged to share their expertise with the others in the cohort. The focus in the third year is on writing the dissertation, although students will be free to take a maximum of two electives. The curriculum is presented at the following link:

http://www.sph.unc.edu/hpaa/downloads/drph_curric.pdf

University of South Carolina

Arnold School of Public Health <http://www.sph.sc.edu/>

CEPH Accredited

Contact

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Email: caddy@sc.edu

Doctor of Public Health – Epidemiology and Biostatistics

http://www.sph.sc.edu/epid_bios/ebphdph.htm

Program Focus

The Dr.P.H. degree with concentration in Epidemiology and Biostatistics is an advanced degree for experienced health professionals. The major objectives of the Dr.P.H. program are to prepare practicing professionals in the application of research methods and provide them with a broad knowledge base for solving public health problems.

Curriculum

Course work for the Dr.P.H. is predicated upon the applicant having at least three years of working experience in a public health field, and an advanced professional degree in an area such as public health, medicine, dentistry, or veterinary science. College level courses in algebra are required and a course in calculus is considered desirable. For applicants entering the Dr.P.H. program with a Master's degree outside of public health, preparatory course requirements are set by the faculty advisor. As a minimum, applicants should have mastered the knowledge and skills taught in the following basic courses: EPID 701, EPID 741, BIOS 701, BIOS 710, BIOS 757 and the core Public Health courses ENHS 660, HPRE 700 and HADM 700. Applicants without evidence of the above knowledge base will be expected to take the necessary basic courses immediately upon entry. The preparatory courses as specified by faculty are in addition to the minimal 50 hours of doctoral course requirements.

Concentration		
	EPID 800 and EPID 801 Epidemiology and Biostatistics (minimum of 9 hours in each area)	6 hours 20 hours
Cognates (Electives)		9 hours
Seminar (EPID or BIOS 845)		3 hours
Dissertation (EPID or BIOS 899)		<u>12 hours</u>
Total		50 hours

Health Administration <http://www.sph.sc.edu/hspm/default.htm>

Program Focus <http://hadm.sph.sc.edu/Programs/drph.html>

The Dr.P.H. program in Health Administration is structured to prepare individuals for the advancement to senior policy and management positions in public health agencies and other health care settings. Plans of study are designed to meet individual requirements in achieving a sound academic, yet professionally oriented education.

Curriculum

Students in the Dr.P.H. program must complete 58 semester credit hours. The hours must be completed in the following areas:

- Doctoral Seminar (HADM 800), 4 hours
- Advanced Topics In Health Policy & Management I & II (HADM 845 & 846), 6 hours
- History of Public Health & Health Policy (HADM 710 & 711), 6 hours
- Cognate in Statistics & Research Methods (must include BIOS 757 & HADM 719 required), 12 hours
- Concentration (designed by student), 18 hours
- Dissertation, 12 hours

HADM 845 & 846, HADM 710 & 711, BIOS 757, and HADM 719, constitute 18 hours of core courses that must be completed within the first three semesters of study. The core courses are essential for passing the qualifying examination.

The University requires one year of residency, meaning a minimum of nine hours of course work in each of the first two semesters of study. It is strongly recommended that students begin their studies Fall semester.

Health Promotion <http://www.sph.sc.edu/hpeb/default.htm>

Program Focus <http://www.sph.sc.edu/hpeb/degreeoptions.htm#Doctorpublic>

The Dr.P.H. is the professional public health doctoral degree designed for individuals who wish to apply new knowledge in health promotion, education, and behavior programs. This degree stresses program development and evaluation methodologies. The degree requires 60 hours of post-master's course work, including 12 hours of dissertation preparation. In addition, the following are required: a written qualifying examination, a written and oral comprehensive examination, and an oral defense of the dissertation.

Curriculum

Curriculum Requirements are as follows:	HOURS
Health Promotion, Education, and Behavior	12-18
Research / Evaluation / Planning	9-18
Cognate	24-30
Dissertation	12
Qualifying Exam	0
Comprehensive Exam	0
TOTAL	60

George Washington University

School of Public Health and Health Services <http://www.gwumc.edu/sphhs/>

CEPH Accredited

Contacts

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Dr. Julia Hidalgo, Health Policy, Program Director, 2021 K Street, Suite 800 School of Public Health and Health Services, Georgia Washington University, Washington DC 20037 Phone: 202.530.2375 Email: ihjxh@gwumc.edu

Program Description

http://www.gwumc.edu/sphhs/academicprograms/programs/doctor_public_health/DrPH_General_Overview.pdf

The Dr.P.H. degree is the terminal degree in the professional discipline of public health. Consistent with this advanced professional orientation, the Dr.P.H. Program will prepare future public health leaders to apply critical thinking and rigorous research methods to the complex practical problems facing

practitioners and policy-makers in public health practice. The Dr.P.H. Program is designed to both follow and promote the principles of academic public health practice. As noted in a recent ASPH publication, public health practice is the strategic, organized, and interdisciplinary application of knowledge, skills, and competencies necessary to perform essential public health services and other activities to improve the population's health. Academic public health practice is the applied, interdisciplinary pursuit of scholarship in the field of public health. Recent events sharply illustrate the need for public health professionals who can provide the leadership to expand and strengthen the US and global public health systems. The Dr.P.H. program is designed to prepare professionals with skills to provide this leadership. At Georgia Washington University, the Dr.P.H. is offered in four areas: Health Policy; Health Behavior; Global Health; and Environmental/Occupational Health.

Curriculum

Foundation and Research Methods Courses: This 24 credit module is designed provide all Dr.P.H. students with skills, competencies and knowledge in these areas: structured inquiry, research design and analysis, instruction and communications, management and leadership, and the principles of public health practice.

Specialty Field Courses: This 24 credit module is designed to provide all students in each specialty field with a series of doctoral seminars for 6 credits. The remaining 18 credits are tailored to be determined by the student and advisor and based on a recommended course list for each specialty.

Professional Leadership Development: This 10 credit module is designed to ensure that students will attain the range of communications skills necessary to provide effective and cutting-edge leadership in public health and health services policy and practice at the national, state, and local levels and in a broad range of specific settings. These skills are understood to include the total range of communications venues and modes that are required for public health practice and policymaking in the 21st century. Three major arenas for communications are the focus of this module (i.e., teaching/education; research/structured inquiry; and leadership/management) and these skills are attained under the direct guidance/mentorship of the appropriately qualified GW SPHHS faculty.

Once the ***Comprehensive Examinations*** are completed, the ***Dissertation*** (14 credits) allows the candidates to demonstrate the appropriate level of conceptual, methodological, and substantive skills to complete doctoral-level research involving a problem-based, structured scientific inquiry that yields valid and useful new knowledge that informs public health practice. Candidates are expected to be actively engaged at the "site" of the problem. The research should result in the identification or assessment of feasible solutions or recommendations to the selected problem or issue, appropriate to the context in which they occur. Candidates are expected to demonstrate competencies in structured scientific inquiry, research design and analysis, and the primary methods of social research including qualitative methods and/or quantitative methods.

University of Kentucky

College of Public Health <http://www.ukcph.org/>

CEPH Accredited

Contact

Dr. Linda Jouridine, Associate Dean for Academic Affairs, College of Public Health, 121 Washington Avenue, University of Kentucky, Lexington, KY 40536-0003, Phone - 859 257-5678 E-mail - lindajouridine@uky.edu

Program Focus

<http://www.ukcph.org/Academics/DegreesCertificates/DoctorofPublicHealth/tabid/75/Default.aspx>

The Dr.P.H. is a terminal professional degree. It is designed as a school-wide advanced degree and will require a minimum of 63 semester hours of course work beyond the Master's degree. The Dr.P.H.

candidate must have a Master of Public Health, a Master of Science in Public Health, or an equivalent degree. Examples of equivalent degrees are programs related to public health, such as the Master's of Arts in Communications, or the Master's of Science in Nursing along with course work equivalent to the five basic core courses in the MPH. curriculum. Those applications not meeting the preparation requirements will be evaluated on an individual basis.

Curriculum

Students will complete a curriculum spanning the five core discipline tracks offered by the College of Public Health. Typically, a full-time student will require three years beyond the Master's degree to complete the program. The program is designed to accommodate non-traditional, working, and part-time students.

The Doctor of Public Health curriculum includes:

- Twenty-seven semester hours of required course work in the core curriculum, which consists of two advanced courses in each of four core public health disciplines (epidemiology, biostatistics, public health management and practice, and health enhancement and disease prevention), and one course in Preventive Medicine and Environmental Health.
- Fifteen hours of professional elective course work.
- A one-hour integrative professional seminar in each semester of enrollment.
- Two supervised public health field experiences.
- An integrated capstone option of either a problem-based or research-based project paper demonstrating appropriate discipline understanding.

Curriculum Schematic

<http://www.ukcph.org/Portals/0/DoctorofPublicHealth/DRPHcurriculumrevised2005.pdf>

7. Inventory of Pertinent Library Resources

Journals

As may be seen from first table below, Henderson Library receives 449 electronic journals and 13 print journals (these figures overlap) classified as "public health and public aspects of medicine." A comparison with the public health subscriptions received by the University of North Texas (UNT) and San Diego State University (SDSU), two institutions with no medical schools but with public health programs accredited by the Association of Schools of Public Health, shows we receive many of the core titles for a public health graduate program. The second table lists eleven titles currently published and owned by either UNT or SDSU, but not received by Georgia Southern. These titles, especially the three subscribed to by both UNT and SDSU, need to be reviewed by the School of Public Health faculty members to determine whether any are essential to support the proposed doctorate. Further investigation and consultation with public health faculty and the National Library of Medicine core collection lists (<http://www.nlm.nih.gov/nichsr/outreach.html#h outcomes>) should identify any additional desirable titles.

Monographs

A benchmark comparison indicates that 63.5% of our 1,939 public health titles are also owned by UNT, SDSU, or both. This is a good indication most of our holdings are relevant. However, UNT and SDSU own about five times as many public health titles as we do. Further, while 7.1% of our public health monographs were published in 2000 or later, 16.7% of the UNT and SDSU collections were published in 2000 or later. This indicates the need for some retrospective purchasing. Other key titles can be found in the relevant NLM bibliography: <http://www.nlm.nih.gov/nichsr/outreach.html#h outcomes>.

To purchase the advanced scholarly monographs needed to support the proposed new doctorate, we can make appropriate adjustments to our Blackwell's approval plan and such titles will be automatically shipped immediately upon publication. Last year we spent about \$3,500 on public health titles, but if we had purchased all the graduate-level public health titles that were published it would have cost \$15,500,

according to the list of relevant publications supplied by Blackwell's. Therefore we recommend an increase in the book budget of approximately \$12,000, increasing the yearly total to \$15,500. With regard to the need to make retrospective purchases: Since it is unlikely all of the titles published in the past five years are essential, and given a typically high proportion will already be out of print, about \$6,400 is probably sufficient. This estimate is based on buying 100 books at \$64 apiece, the average price for a public health book.

Modifying the approval plan without redirecting funds from other book subjects or increasing the book budget would mean we would spend our budget more quickly and would have to shut down the approval plan before the end of the fiscal year. This would mean beginning the next fiscal year with a backlog of must-purchase titles, and that in turn leads to the book budget being exhausted even earlier in the next fiscal year.

Reference Titles

The table below lists some key reference works not currently owned by Henderson Library but typically held by academic libraries supporting public health programs. Depending on the particular emphases of the proposed doctoral program, it may be some of these titles would not be deemed essential by the public health faculty.

The need to regularly consult reference titles cannot be satisfied through interlibrary loan or GIL Express. The public health faculty will want to help prioritize the titles in the Table below and it should be possible to purchase the titles most needed from our existing library budget.

For desirable but not essential journal and monographic titles, interlibrary loan and/or GIL Express may be used. We have found several of the periodical titles are subscribed to by other USG libraries, and there is little doubt the University of Georgia and the Medical College of Georgia would own numerous relevant monographs.

Table Current Henderson Library Holdings Under the Subject Area of Public Health

<u>Subject</u>	<u># of Monographi c Holdings</u>	<u>% of Monographi c Holdings</u>	<u># of Electronic Journals</u>	<u>% of Electronic Journals</u>	<u># of Print Journals</u>	<u>% of Print Journals</u>
Public Health	<u>1939</u>	<u>0.5</u>	<u>449</u>	<u>1.7</u>	<u>13</u>	<u>0.5</u>

Table Public Health Journals Not Owned By GSU

<i>Table</i>	Public Health Journals Not Owned By GSU	GSU
OWNER	TITLE	PRICE
SDSU	American journal of epidemiology	\$588.00
SDSU	American journal of preventive medicine	\$510.00
SDSU	Health & place	\$546.00
UNT	Epidemiology and infection	\$558.00
BOTH	Journal of the Royal Society for the Promotion of Health	\$200.00
UNT	Journal of water and health	\$495.00
UNT	Prevention science	\$285.00
BOTH	Public health reviews	\$150.00
BOTH	Social science & medicine	\$4393.00
UNT	World Health Organization. Ports designated in application of the international health regulations	\$9.00
UNT	World Health Organization. Technical report series	\$106.00

	TOTAL:	\$7,840.00
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Table Public Health—Reference Sources

Aspen Dictionary of Health Care Administration	\$23.00
Dictionary of Environmental Science and Technology	\$200.00
Dictionary of Epidemiology	\$28.00
Dictionary of Public Health Promotion and Education	\$45.00
Encyclopedia of Mental Health	\$50.00
Gale Encyclopedia of Medicine	\$550.00
Illustrated Dictionary of Environmental Health and Occupational Safety	\$75.00
International Dictionary of Food and Nutrition	\$35.00
Lewis' Dictionary of Occupational and Environmental Safety and Health	\$160.00
Nutrition and Health Encyclopedia	\$55.00
Cambridge World History of Human Disease	\$220.00
Complete Mental Health Directory	\$165.00
Global Burden of Disease	\$80.00
TOTAL:	\$1,686.00

8. Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on the standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements***Regular ****

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) should show completion of at least one (1) graduate-level course in each of the following five (5) areas
 - biostatistics
 - epidemiology
 - health behavior/health education
 - health management/policy
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before progressing to the Public Health Sciences and Public Health Practice Cores of the Dr.P.H. program;
- Three (3) letters of recommendation. Two must be from graduate faculty members and the third from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year

immediately proceeding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;

- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Review of Applications

Applications for admission into the Dr. P.H. program will be reviewed by the department once annually (in the spring) for admission during the fall semester. In addition to a review of the applicant's Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training, the department considers the compatibility of the student's interest areas with those of the faculty and curriculum emphases. The Dr.P.H. Admissions Committee will consider the totality of the applicant's work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master's degree in public health (M.P.H.) or an acceptable equivalent. Students should have master's level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master's degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health services administration, and social and behavioral sciences. Admission to the Dr.P.H. will be highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

9. Facilities

Classrooms and Faculty Offices

Adequate facilities exist and are being renovated to support the Dr.P.H. degree proposal and the activities associated with a change in sector. Current existing facilities in the College of Health and Human Sciences' (CHHS) Hollis Building provide ample space for classrooms, conference rooms, and computer laboratories in its multi-level structure. "Smart" classrooms, found throughout the Hollis Building, offer interactive, state-of-the-art instructional technology with real-time connection to the outside world via internet. These facilities service the current existing programs within the Master's of Public Health.

Fall 2007, the JPHCOPH will be housed in the newly renovated Cone Hall. Plans have been developed and the design and build phase is set to commence July 2006. The renovation will provide ample space for faculty and staff offices, the JPHCOPH Dean's office suite, the Karl E. Peace Center for

Biostatistics and the Center for Rural Health and Research, a conference and seminar/library and biostatistics computing center. Laboratory space for epidemiology and environmental health sciences laboratories is in the planning phase.

Library

The Henderson Library has embarked on a four-year expansion and renovation project. By 2008, it will have seating for 3,000, tripling the current capacity. A Learning Commons will be added, combining the latest in educational and production technology with traditional library and research services. It will accommodate the challenging schedules of graduate students, since it will be open the same 143 hours per week as the rest of the library, with staff assistance available for most of that schedule.

Technology

Current technological equipment and services can adequately support the proposed new doctoral degree. Information technology personnel work closely with academic department chairs and administrators, such as Physical Plant management, to ensure that facilities have the technology and support required for each program. The University is currently implementing a unit (Emerging Technology Center) to centralize support for smart classrooms that will ensure faculty have robust and reliable technology in both classrooms and labs, dedicating four full-time staff and six to eight student technicians.

Future technology needs for the proposed program will be addressed through annual assessments with the Dean of the JPHCOPH. Technology support personnel meet with the dean to assess technology support needs for the Dr.P.H. program. These needs are aggregated and presented to senior administration for review and funding according to campus priorities.

In addition, the Henderson Library and the GALILEO library system provide ample information technology and resources to drive the program. The Henderson Library is undergoing a multi-million dollar renovation targeted for completion in 2007/08. The renovated library will accommodate the needs of the Dr.P.H. program as well as the research activities associated with a change in sector.

10. Administration

The Dr.P.H. Program Committee represents the primary governing and decision making body for the Dr.P.H. Program and provides overall policy direction for the program. The Committee is chaired by the Director of the Dr.P.H. program; membership includes representatives of the three program concentration areas (Biostatistics, Community Health Behavior and Education, and Public Health Leadership) and a current Dr.P.H. student. The chair of the committee reports directly to the Dean of the Jiann-Ping Hsu College of Public Health. The Dr.P.H. Committee is responsible for developing and maintaining the Dr.P.H. curriculum with special attention to the development and consistent application of standards for the design of program concentration curriculum, for comprehensive examinations, and for the problem-based dissertation. The Dr.P.H. Committee is responsible for maintaining overall program quality and for the strategic planning necessary for ensuring that the Dr.P.H. Program resources meet the needs of the doctoral students and the school faculty. The Dr.P.H. Committee develops and refines admissions criteria, and operates as the Admissions Committee for the Dr.P.H. Program.

11. Assessment Measures

Assessments of the Dr.P.H. program outcomes will be as follows:

- Students' ability to contribute to the public health profession through the practice of sound professional public health principles and ethics knowledge base in public health will be assessed by:
 - performance on qualifying examination,
 - performance in the Doctoral Preceptorship in Public Health, and
 - the quality of the dissertation and oral defense

- Students' ability to participate in professional development, research, service, and educational activities that contribute to the knowledge base and service outreach of public health will be assessed by:
 - performance in research courses and community-based public health core courses,
 - involvement in professional organizations
 - the quality of the dissertation and oral defense, and
 - performance in the Doctoral Preceptorship in Public Health.
- Student's ability to integrate and apply the knowledge and competencies within five core public health areas of knowledge (biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences) will be assessed by:
 - performance public health core and community-based public health courses
 - performance in the Doctoral Preceptorship in Public Health, and
 - quality of the dissertation and oral defense.
- Student's ability to demonstrate expertise in community-based participatory research and program planning and evaluation that contributes to the advancement of public health practice will be assessed by:
 - performance in community-based participatory core courses
 - performance in the Doctoral Preceptorship in Public Health.
 - performance on the qualifying examination
- Student's ability to demonstrate skills and knowledge in public health funding and grantsmanship will be assessed by:
 - performance in the PUBH 9135 Public Health Funding and Grantsmanship
 - performance on the qualifying examination
 - funding obtained for dissertation
- Student's ability to demonstrate advanced knowledge and skills necessary for leadership roles within public health in one of the following areas: biostatistics, community health behavior and education or public health leadership will be assessed by:
 - performance in program concentration courses
 - performance on qualifying examination
 - performance in the Doctoral Preceptorship in Public Health
 - quality of the dissertation and oral defense
- Student's ability to recognize and facilitate diversity of thought, culture, gender and ethnicity through inter-professional communication and collaboration will be assessed by:
 - performance on the qualifying examination
 - performance in the Doctoral Preceptorship in Public Health

Each program concentration has developed student learning outcomes as part of the overall Evidence Based Decision Making model adopted by the University each program will annually evaluate progress made by students on the learning outcomes.

In addition, the assessment of the Dr.P.H. program will be enhanced through exit interviews and employer surveys. Finally, CEPH accreditation will serve as an assessment measure for the Dr.P.H.

12. Accreditation

The CEPH is the accrediting agency for Schools of Public Health. To be accredited, Schools of Public Health must offer MPH degree programs and at least three doctoral program concentrations in public health. All degree programs must address the basic principles of public health science, and must ensure that students have mastered the ability to apply these areas of public health science in an integrated fashion to address public health problems. The JPHCOPH will initiate the process for accreditation by

CEPH in March 2008. If approved, the Dr.P.H. will be included as an academic component of the JPHCOPH for consideration of the CEPH site visit team in 2010. The CEPH accreditation criteria for Schools of Public Health can be found at <http://www.ceph.org/files/public/SPH-Criteria-2005.SO5.pdf>.

13. Affirmative Action Impact

Georgia Southern University is committed to diversity, both in hiring faculty and staff and recruiting students. In 2006, 47 students were enrolled in the M.P.H. and M.H.S.A. programs; 28% were white, 72% were minorities, with African Americans making up the largest portion at 47% and Asian Pacific Islanders making up 21%. Seventy-four percent of our graduate students in these programs were female. Among the undergraduate population in 2006, 23.3% were African American, and 51.9% were women. We are assuming that, at least initially, many program applicants may come from the Georgia Southern undergraduate population, so we anticipate many will be African American, Asian Pacific Islanders and/or women. The JPHCOPH has set a goal of attempting to represent and reflect the current demographic makeup of our state, seeking to model diversity in both student enrollment and faculty appointments. The current make-up of the student body in the JPHCOPH is listed below and compared to the demographic distribution within the state as per the 2004 Census Report. Meeting this challenge is necessary to serve the needs of the public health workforce in the state of Georgia.

Table Racial/Ethnic Diversity of Student Body in JPHCOPH and within Georgia Population

	% Asian	% African American	% Hispanic	% Native American	% Caucasian
College of Public Health	21%	47%	0%	2%	28%
Georgia State Census 2004 Report	2.1%	28.7%	5.3%	0.3%	65.1%

14. Degree Inscription

Doctor of Public Health; CIP Code = 51.2201

15. Fiscal and Enrollment Impact and Estimated Budget

The Dr.P.H. program is a priority for the Jiann-Ping Hsu College of Public Health and Georgia Southern University. To start the program, we plan on enrolling 6 students in Year 1 (2 in each concentration area), Year 2 we will enroll 15 (5 in each concentration area) and in Year 3, we will have a total of 30 students (10 in each concentration area). We plan on graduating our first student in 2010. Once the program is fully operational, we will admit 15 students per year (5 in each concentration area), yielding a maximum of 45 students at any one time across the three years. The full-model should yield 15 graduates a year, 3 in each area.

As evidenced below, the development of the Dr.P.H. is supported by a 2.5 million dollar endowment given to establish the Jiann-Ping Hsu College of Public Health. This endowment should yield a 5% (\$125,000) return to the operating budget each year. This return will increase as the principle of the endowment grows. In addition, the allocation of existing resources to Jiann-Ping Hsu College of Public Health will provide appropriate funding for operating and supplies, travel, equipment, and the renovation of Cone Hall to house the Dr.P.H. faculty within the College of Public Health will provide the necessary funding for the program. As part of the University's Capital Campaign, the College of Graduate Studies and the Jiann-Ping Hsu College of Public Health have identified graduate assistantships as a top priority. Finally, research funding is expected to increase as a result of the intellectual activities and external visibility of the proposed Dr.P.H. program and the Jiann-Ping Hsu College of Public Health.

ESTIMATED BUDGET

	FY 2008		FY 2009		FY 2010	
	Year 1		Year 2		Year 3	
I. ENROLLMENT PROJECTIONS						
A. Student Majors						
1. Shifted from other programs	0		0		0	
2. New to institution	6		9		15	
Total New Majors	6		9		15	
Continuing Majors	0		6		15	
Total Majors	6		15		30	
B. Course sections satisfying program requirements						
1. Previously existing	0		8		16	
2. New	8		8		2	
Total Program Course Sections	8		16		18	
C. Credit hours generated by those courses						
1. Existing enrollments	0		144		306	
2. New enrollments	144		216		360	
Total Credit Hours	144		360		666	
D. Degrees awarded	0		0		6	
II. COSTS						
A. Personnel – reassigned or existing positions	EFT	Dollar s	EFT	Dollars	EFT	Dollars
1. Faculty	3.4	352,000	4.9	531,200	7.15	799,000
2. Part-time faculty	0	0	0	0	0	0
3. Graduate Assistants	0	0	1.5 (4)	60,000	6.75 (9)	135,000
4. Administrators	0	0	0	0	0	0
5. Support staff	.5	15,000	.5	15,450	.5	15,913
6. Fringe benefits	0	102,760	0	153,062	0	228,174
7. Other personnel costs	0	0	0	0	0	0
TOTAL EXISTING PERSONNEL COSTS	3.9	469,760	6.9	759,712	14.4	1,178,087
	VII.		VIII.		IX.	
	X. F		XI. F		XII. F	
B. Personnel – new positions	EFT	Dollar s	EFT	Dollars	EFT	Dollars
1. Faculty	0	0	0	0	0	0
2. Part-time faculty			0	0	0	0
3. Graduate Assistants	1.5 (4)	60,000	1.875 (5)	75,000	3.375 (9)	135,000

4. Administrators	0	0	0	0	0	0
5. Support staff	0	0	0	0	0	0
6. Fringe benefits	0	0	0	0	0	0
7. Other personnel costs	0	0	0	0	0	0
TOTAL NEW PERSONNEL COSTS	1.5	60,000	1.875	75,000	3.375	135,000
C. Start-up Costs (one-time expenses)						
1. Library/learning resources		6,400		0		0
2. Equipment		0		0		0
3. Other		0		0		0
D. Physical facilities: construction or major renovation		0		0		0
TOTAL ONE-TIME COSTS		6,400		0		0
E. Operating Costs (recurring costs - base budget)						
1. Supplies/Expenses		9,350		14,850		23,850
2. Travel		12,250		17,250		24,750
3. Equipment		6,000		6,000		6,000
4. Library/learning resources		15,500		15,500		15,500
5. Other		0		0		0
TOTAL RECURRING COSTS		43,100		53,600		70,100
GRAND TOTAL COSTS		579,260		888,312		1,383,187
III. REVENUES		FY 2007		FY 2008		FY 2009
		Year 1		Year 2		Year 3
REVENUE SOURCES						
A. Source of Funds						
1. Reallocation of existing funds		447,672		743,548		1,218,659
2. New student workload		0		0		0
3. New tuition		6,588		19,764		39,528
4. Federal funds		0		0		0
5. Other grants		0		0		0
6. Student fees		0		0		0
7. Other (Endowment Investment Return)		125,000		125,000		125,000
Subtotal		579,260		888,312		1,383,187
New state allocation requested		0		0		0
GRAND TOTAL REVENUES						
B. Nature of funds						
1. Base budget		n/a		n/a		n/a
2. One-time funds		n/a		n/a		n/a
GRAND TOTAL REVENUES		579,260		888,312		1,383,187

Appendices available upon request

MOTION: Dr. Ron MacKinnon moved to approve the Full Degree Proposal for the Doctorate in Public Health from the College of Public Health. Dr. Jerry Wilson provided the second. The motion was passed.

New Course Proposals**PUBH 8131 Sampling Methodology**

This course introduces public health students to the principles of sound survey sampling methodology. Topics include: uses of sample surveys, the population and sample, simple random sampling, systematic sampling, stratification and stratified sampling, ratio estimation, cluster sampling, multiple stage cluster sampling, variance estimation in complex sample surveys, non response and missing data in sample surveys, telephone and internet sampling, strategies for design-based analysis of sample survey data and questionnaire design.

Justification: This course meets program goals and objectives by focusing the student to the area of sampling methodology as found in a health related environment. The course provides an introduction to sampling theory and survey methodology for health professionals. The focus is on the basic concepts and procedures of sample design and estimation. The course includes the major sampling designs, telephone, mail and internet surveys, and use of specialized software such as SUDAAN, WESVAR and the SAS procedures Surveyfreq, Surveylogistic, Surveymeans, Surveyreg and Surveyselect. Because effective communication is essential to effective collaboration, students will gain experience in the design of samples, questionnaire design and reporting results to naïve readers of sampling results. 3 hours credit.

PUBH 8132 Environmental and Occupational Health

This course is designed to reinforce basic concepts of environmental and occupational health. Students will be exposed to the current impact of potential environmental and occupational health and safety hazards. Students will also be exposed to current concepts associated with environmental and occupational regulatory standards, assessment protocols, sampling and monitoring techniques, and remediation strategies.

Justification: Environmental and Occupational Health (PUBH 8132) serves as a required core class for students seeking a DrPH. This course is an upper level environmental and occupational health class designed to reinforce basic concepts of this core area of public health. Students will be exposed to the current impact of potential environmental and occupational health and safety hazards. Students will also be exposed to current concepts associated with environmental and occupational regulatory standards, assessment protocols, sampling and monitoring techniques, and remediation strategies. 3 hours credit.

PUBH 8133 Epidemiological Methods

An advanced epidemiology class designed to reinforce epidemiological concepts, as well as build a foundation for epidemiologic research in public health practice. Specific course content includes observational and experimental epidemiologic research methods. Emphasis will also be placed on appropriate analytic techniques necessary for biostatistical inference.

Justification: Epidemiological Methods (PUBH 8133) is a required core class for students seeking a DrPH. This course is an upper level epidemiology class designed to reinforce epidemiological concepts, as well as build a foundation for epidemiologic research in public health. Specific course content includes observational and experimental epidemiologic research methods. Emphasis will also be placed

on appropriate analytic techniques necessary for biostatistical inference. 3 hours credit.

PUBH 8134 Health Economics, Policy and the Political Process

Foundational economic and specific health economic theory, trends, market issues, and applications are presented to include health insurance and payment theory, processes, and applications. Comparison between rational and irrational theory is explored. Evolution of health policy, considering past, current and future major legislation and executive directives, are explored within the political process.

Justification: Health Economics, Policy and the Political Process (PUBH 8134) serves as a required core class for students seeking a Dr.P.H. Foundational economic and specific health economic theory, trends, market issues, and applications are presented to include health insurance and payment theory, processes, and applications. Comparison between rational and irrational theory is explored. Evolution of health policy, considering past, current and future major legislation and executive directives, are explored within the political process. 3 hours credit.

PUBH 8135 Social and Behavioral Aspects of Health

An in-depth examination of selected social, psychological, and behavioral theories and their application to health promotion, disease prevention, adult learning, decision-making, and other areas which directly influence positive health behaviors. Special focus will be placed on applying theories and models to practice.

Justification: The course is required in the community health behavior and education concentration for the Dr.P.H. An in-depth examination of selected social, psychological, and behavioral theories and their application to health promotion, disease prevention, adult learning, decision-making, and other areas which directly influence positive health behaviors. Special focus will be placed on applying theories and models to practice. 3 hours credit.

PUBH 9131 Community-Based Participatory Research in Public Health

This course uses an interdisciplinary approach to public health research, incorporating the community-based participatory model. Survey, quantitative, and qualitative designs will be explored. The overall focus is on the promotion of a philosophy which engages the community in the process of planning and conducting collaborative research. Techniques and concepts necessary for building trust and partnerships in research will be explored. In addition, methods of engaging and involving the community in the research process will be discussed.

Justification: Community-Based Participatory Research in Public Health (PUBH 9131) serves as a required core class for students seeking a DrPH. Community-based participatory research is a philosophy which engages the community in the process of planning and conducting research. This course will present concepts necessary for building trust and partnerships in research. In addition, appropriate methods of engaging and involving the community in the research process will be discussed. 3 hours credit.

PUBH 9133 Community-Based Public Health Program Planning and Evaluation

This course introduces students to the theory and application of community-based program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, data analysis, and evidence-

based decision making will also be introduced.

Justification: Community-Based Public Health Program Planning and Evaluation (PUBH 9133) serves as a required core class for students seeking a DrPH. The class has been organized to introduce students to the theory and application of community-based planning and evaluation. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, and data analysis will also be introduced.

PUBH 9135 Public Health Funding and Grantsmanship

This course will review the major sources of funding for public health programs, including public and private sources, and the components of successful funding proposals. Students will gain experience in writing funding proposals and creating program budgets. Students will learn appropriate techniques to planning and writing research grants for large-scale and small-scale community projects. As a part of this process, students will learn effective means of locating and soliciting funding agencies responsible for financing public health activity.

Justification: Public Health Funding and Grantsmanship (PUBH 9135) is a required core class for students seeking a DrPH. This class exposes students to real-time experience in preparing research grants and contracts. Students will learn appropriate techniques to planning and writing research grants for large-scale and small scale community projects. As a part of this process, students will learn effective means of locating and soliciting funding agencies responsible for financing public health activity. The role of the ethics in research and the Institutional Review Board (IRB) will be also discussed. 3 hours credit.

PUBH 9760 Doctoral Preceptorship in Public Health

The doctoral preceptorship/field experience consists of 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship.

Justification: The Doctoral Preceptorship in Public Health (PUBH 9760) is a required core class for students seeking a DrPH. This experience is a critical component of the students overall learning experience, and it provides an opportunity for the student to apply multiple community-based skills learned in the classroom in a practical setting. 6 hours credit.

PUBH 9999 Dissertation

The doctoral dissertation is a culminating experience that requires the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice within the area of concentration. A written product must be submitted and must take the form of a manuscript that is suitable for publication in a national-level public health journal, a grant proposal, a technical report, a case analysis, or other similar document. The dissertation must also be presented and successfully defended before the faculty.

Justification: This course meets program goals and objectives by providing the student with the opportunity for in-depth study within an area of concentration bringing to bear the interdisciplinary perspective obtained from a synthesis of supportive coursework in public health. Because the Dr.P.H is an applied degree, the student will conduct research that can impact the health of the public by improving the

delivery of services, enhancing health promotion activities, reducing risk factors or identifying disease when it is most treatable.

BIOS 9130 Research Seminar in Biostatistics

This course is designed to provide the student with the current best practices in biostatistical consulting. Topics include: Identifying and constructing appropriate questions to ask clients regarding their consultation request, an overview of appropriate statistical methods and SAS software procedures to use for specific study designs and statistical analysis of collected data, directing a consultation appointment without faculty lead, conducting exploratory data analyses, conducting effective analyses based on appropriate statistical methods and providing oral and written communication of statistical findings.

Justification: This course meets program goals and objectives by focusing the student toward current practices in biostatistical consulting. As biostatisticians, it is inevitable that students will conduct consultation with non-biostatisticians in the biomedical or other health-related fields to analyze their collected data and/or advise them in the process of study design and analysis. Students will study and participate in consulting experiences that arise from projects presented to the Center for Biostatistics or research projects that faculty are engaged in that require consultation with non-biostatisticians. Emphasis will be placed on learning the complete process of biostatistical consultation. Students will observe and study a consulting project with the instructor, learning how to interact with non-biostatisticians and collecting as much necessary information as possible to clearly formulate the research question, recommend the most efficient experimental design, determine the necessary number of subjects to address the research question, or conduct an analysis. Students will then conduct their own complete consultation session, including an initial meeting with a client, a written report of the meeting issues and recommendations provided, and a closing meeting with the client at which the findings will be communicated verbally and via a written report. Since students will communicate with such clients as physicians, investigators, and other health-related professionals who often have insufficient training in advanced biostatistical methods for proper data analysis, this course will prepare students to effectively communicate, both written and verbally, a study design, analysis, and findings. Students will continue their proficiency with SAS and other software programs such as S-Plus. 3 hours credit.

BIOS 9131 Advanced Statistical Inference for Biostatisticians – I

This course provides an advanced study of theoretical statistics. Topics include: an introduction probability and sample space, conditional probability and Bayes Theorem, probability distribution of a random variable, discrete and continuous random variables, functions of random variables, moments and moment generating functions, order statistics and their distributions, discrete distributions, continuous distributions, bivariate and multivariate normal distribution, modes of convergence, limiting moment generating functions, and the central limit theorems.

Justification: This course meets program goals and objectives by focusing the student to current needs in the area of Biostatistics. This course will provide the basic theoretical statistical framework for statistical methodology courses offered in the DrPH program. Emphasis will be placed on the theoretical concepts such as maximum likelihood estimation, restricted maximum likelihood estimation, Bayes and minimax estimation and likelihood ratio tests. 3 hours credit.

BIOS 9133 Advanced Statistical Inference for Biostatisticians - II

This course is a continuation of Advanced Statistical Inference for Biostatisticians I. The additional topics in this course consists of: sample moments and their distributions, the

theory of point estimation, the Neyman-Pearson Theory of testing hypotheses, likelihood ratio test, chi-square tests, t-test, F-test, Bayes and Minimax procedures in hypothesis testing, confidence estimation, the general linear hypothesis, and nonparametric statistical inference.

Justification: This course meets program goals and objectives by focusing the student to current needs in the area of Biostatistics. This course will provide the basic theoretical statistical framework for statistical methodology courses offered in the DrPH program. Emphasis will be placed on the theoretical concepts such as maximum likelihood estimation, restricted maximum likelihood estimation, Bayes and minimax estimation and likelihood ratio tests. 3 hours credit.

BIOS 9231 Bayesian Statistics I

This course provides the student with an introduction Bayesian Analysis and compares Bayesian methods to that of frequentists. The course includes selection of prior distributions, computing posterior distributions, conjugate models, Beta-Binomial model, Normal-Normal model, and Gamma-Poisson model. Bayesian inference using point and interval estimation, Bayesian hierarchical models, and exchangeability will be explored. Topics including Empirical Bayes versus a fully Bayes approach, Markov Chain Monte Carlo methods and model checking using Bayes factors and sensitivity analyses will be included.

Justification: This course meets program goals and objectives by focusing the student to current needs in the area of Biostatistics. Current trends in screening and diagnostic testing, clinical trials, and health policy are moving toward Bayesian methods. This course will provide the knowledge for fundamental statistical methodology under a Bayesian paradigm. Emphasis will be placed on concepts such as prior and posterior distributions, choice of prior densities, Bayesian point and interval estimation, conjugate models, exchangeability, Bayesian hierarchical models, fully Bayes versus empirical Bayes approaches, an introduction to Markov Chain Monte Carlo methods, and model checking with sensitivity analyses and Bayes factors. Students will be introduced to the software WinBUGS, a Bayesian software product, as well as continue their proficiency with examples using SAS and S-plus. 3 hours credit.

BIOS 9233 Bayesian Statistics II

This course is a continuation of Bayesian Statistics I. In this course the student will study data collection and design of Bayesian analyses, including ignorability issues, Normal linear regression under the Bayesian paradigm, Markov Chain Monte Carlo methods, including the Gibbs sampler and Metropolis-Hastings algorithms, model checking and sensitivity analysis for model robustness, and Bayesian generalized linear models.

Justification: This course meets program goals and objectives by focusing the student to current needs in the area of Biostatistics. Current trends in screening and diagnostic testing, clinical trials, and health policy are moving toward Bayesian methods. This course will provide more advanced knowledge for fundamental statistical methodology under a Bayesian paradigm. Emphasis will be placed on more advanced techniques in Markov Chain Monte Carlo methods such as Gibbs sampling and Metropolis-Hastings algorithms and Bayesian regression models, including generalized linear models. Students will conduct Markov Chain Monte Carlo methods using statistical software packages, including WinBUGS, SAS and S-plus. 3 hours credit.

BIOS 9331 Meta-Analysis

This course is designed to address research questions in biomedical and other health-related research using meta-analysis techniques. A survey of past and present challenges

of such techniques will be addressed, as will a mixture of Frequentist and Bayesian approaches to meta-analysis. Typical research questions found in health-related issues such as prevention, diagnosis, treatment, and policy will be constructed, followed by the methodologies to analyze such health-related questions. The course will focus on modeling and implementation issues in meta-analysis for biostatistical applications. In particular, this course will emphasize such topics as heterogeneous study results, combining studies with different designs, advantages and disadvantages to using meta-analysis over large trials, meta-analysis for 2x2 tables with multiple treatment groups, meta-analysis of clinical trials, addressing biases, meta-analysis of patient survival data, among additional biomedical applications.

Justification: This course meets program goals and objectives by focusing the student to the area of meta-analysis as found in a health-related environment. This course provides a rigorous and systematic description of modern methods for combining and analyzing data from multiple studies. The course will cover methods for the analysis of diverse multi-center and multi-study experiments arising in public health and the health sciences. The primary emphasis will be on the practical rather than the theoretical aspects of meta-analysis. Because effective communication is essential to effective collaboration across disciplines, students will gain experience in presenting meta-analysis results for those lacking proficiency in such biostatistical techniques. 3 hours credit.

BIOS 9333 Applied Longitudinal Data Analysis

This course provides an introduction to longitudinal and clustered data. Topics include the basic concepts of longitudinal data, linear models for longitudinal data, generalized linear models and salient features, generalized estimating equations, generalized linear mixed effects models, missing data and dropouts, sample size and power, repeated measures, and multilevel linear models.

Justification: This course meets program goals and objectives by focusing the student to the area of longitudinal data as found in a health related environment. This course provides a rigorous and systematic description of modern methods for analyzing data from longitudinal studies. The course will cover methods for the analysis of diverse types of longitudinal data arising in public health and the health sciences. The primary emphasis will be on the practical rather than the theoretical aspects of longitudinal analysis. Because effective communication is essential to effective collaboration, students will gain experience in presenting results for statistically naïve users of longitudinal data. 3 hours credit.

BIOS 9431 Descriptive Biostatistics and Assumption Checking

This course will provide the student informative ways of presenting raw data, descriptive summaries of data: graphical and tabular, and diagnostic testing of assumptions underlying the validity of biostatistical methods.

Justification: This course meets program goals and objectives by requiring the biostatistical student to become proficient in assessing the assumptions underlying the validity of biostatistical methods and in presentation of data and descriptive and graphical summaries of data that are informative and consistent with requirements to publish in the Public Health, Medical and Scientific journals. 3 hours credit.

BIOS 9432 Randomization and Bootstrap Methods in Health Data

This course is designed to provide the student with the basics of randomization tests and bootstrap methods. This course will cover the following topics: Randomization tests, the jackknife, the bootstrap and its application to health related data, Monte Carlo tests, considerations when using randomization, jackknife and bootstrap methods, one and two sample tests, analysis of variance, regression analysis, survival data and multivariate data.

Justification: This course meets program goals and objectives by focusing the student to the area of randomization tests and bootstrap methods as found a health related environment. This course provides a rigorous and systematic description of modern methods for analyzing health data via randomization tests and bootstrapping. The course will cover methods for the analysis of diverse types of data arising in public health and the health sciences. The emphasis will be on both the practical and theoretical aspects of randomization tests and bootstrappings. 3 hours credit.

BIOS 9433 Analysis with Missing and Mis-specified Data

This course is designed to provide the student with the basics of methods for analyzing data with missing data and mis-specified data. This course will cover the following topics: missing data in experiments, complete case analysis, weighted complete case analysis, available case analysis, single imputation methods such as mean, regression, last value carried forward, hotdeck imputation, cold deck imputation, Bayes Imputation, Multiple imputation, and nonignorable missing data models.

Justification: This course meets program goals and objectives by focusing the student to the area of analysis of data with missing and mis-specified data as found a health related environment. This course provides a rigorous and systematic description of modern methods for analyzing health data that is incomplete of mis-specified. The course will cover methods for the analysis of diverse types of data arising in public health and the health sciences. The emphasis will be on both the practical and theoretical aspects of data analysis with missing and mis-specified data. 3 hours credit.

CHBE 9130 Research Methods in Community and Behavioral Health

This course introduces doctoral students to research methods in health science. Development and presentation of research proposals will be the focus of the course. Additional emphasis will be placed on writing skills in research and grant applications.

Justification: The course is required in the community health behavior and education concentration for the Dr.P.H. It provides students with skills needed to comprehend, analyze, and conduct research, as well as communicate findings in a professional setting. Development of a research proposal, presented at the conclusion of the course, will be the primary focus. Additional emphasis will be placed on writing skills in research and grant applications. 3 credit hours.

CHBE 9131 Behavioral Determinants of Health People and Healthy Communities

The course provides students with an examination of the research related to the behavioral determinants of health as they apply to individuals and communities, and the types of interventions commonly used to produce change in both. The priority risk areas affecting individuals and their health will be emphasized, as well as a focus on whole communities and community systems; the Healthy People and Rural Healthy People initiatives will provide the framework for study.

Justification: The course is required in the community health behavior and education concentration for the Dr.P.H. The course provides students with an examination of the research related to the behavioral determinants of health as they apply to individuals and communities. As a framework for students' understanding, the study of Leading Health Indicators (LHI) included in the Healthy People and Rural Healthy People initiatives will be emphasized. 3 credit hours

CHBE 9133 Public Health Emergencies and Community Preparedness

The course will examine the history of terrorism in the United States and provide an

overview of the possible means that terrorists may use to disrupt this country. The modes of delivery, identification, and treatment of biological, chemical, explosive, and radiation weapons will be discussed. Also examined will be the potential use of public drinking water and food supplies to poison or infect large numbers of people. Steps taken by public health, emergency management, public safety and other governmental agencies to interdict, respond to, and mitigate these threats will be examined. Also discussed will be the issues regarding public awareness and communication, balancing public safety and civil liberties, and awareness and preparedness of communities to respond to natural disasters. Subject matter experts will present the material in weekly lectures and panel discussions.

Justification: The course is required in the community health behavior and education concentration for the Dr.P.H. The course will be designed to assess and improve the capacity of the community and the public health workforce in preparing for and responding to terrorism and other emerging public health threats. Topics covered include chemical, biological, radiological, mass casualty, and natural disaster, as well as other cross cutting subjects. 3 credit hours

CHBE 9231 Health Across the Lifespan

This course, will focus on producing health in populations. The following topics will be examined: Health, disease, and functional disabilities, and how they are measured; the interrelationship of social, economic, cultural, environmental, genetic, and behavioral factors that produce health disparities seen in different populations; fetal, infant, and childhood development critical to understanding chronic diseases among the elderly; and how the public health sector can appropriately intervene in a variety of cultural settings to improve health outcomes.

Justification: This course, we'll focus on producing health in populations. The following topics will be examined: Health, disease, and functional disabilities, and how they are measured; the interrelationship of social, economic, cultural, environmental, genetic, and behavioral factors that produce health disparities seen in different populations; fetal, infant, and childhood development critical to understanding chronic diseases among the elderly; and how the public health sector can appropriately intervene in a variety of cultural settings to improve health outcomes. 3 credit hours.

CHBE 9233 Social Marketing Theory and Methods for Health Education and Promotion

This course provides students with an in-depth study of theory-driven approaches to the application of social marketing and health communication to effectively impact health behavior change.

Justification: The course is required in the community health behavior and education concentration for the Dr.P.H. The course introduces students to the theory and practice of social marketing and health communication. It is designed to be applied, and will focus on skill development in the area of health promotion and education, social marketing, and health communication campaign planning, implementation, and evaluation. 3 credit hours.

CHBE 9331 Health Disparities and the Rural Underserved

This course provides an in-depth look at health disparities, including factors related to the history, politics, socioeconomic, race/ethnicity, and access to and utilization of health care. The extant literature in each of these areas will be examined and discussed.

Justification: The course is required in the community health behavior and education concentration for the Dr.P.H. The course provides an in-depth look at health disparities, including factors related to

history/politics, socioeconomics, race/ethnicity, and access to and utilization of health care. The extant literature in each of these areas will be examined and discussed. 3 hours credit.

CHBE 9333 Global Health

The course provides an overview of the major problems and issues affecting human populations in differing geographic and cultural settings around the world. The focus of the course will be on illness and diseases, programs, health care systems, and health policies in low to middle-income countries; comparative references to more affluent countries will be made as appropriate. Special attention will be paid to: cross-cultural issues; illness, health and healing; major factors contributing to morbidity and mortality; globalization; development of health in emerging countries; infectious diseases; maternal and child health; women's health; nutrition; indigenous medicine; technology transfer and pharmaceutical policies; health care infrastructure, reforms, and policies; the role of NGOs; and public health education interventions. The extant literature in each of these areas will be examined and discussed.

Justification: The course provides an overview of the major problems and issues affecting human populations in differing geographic and cultural settings around the world. The focus of the course will be on illness and diseases, programs, health care systems, and health policies in low- to middle-income countries; comparative references to more affluent countries will be made as appropriate. Special attention will be paid to: cross-cultural issues; illness, health and healing; major factors contributing to morbidity and mortality; globalization; development of health in emerging countries; infectious diseases; maternal and child health; women's health; nutrition; indigenous medicine; technology transfer and pharmaceutical policies; health care infrastructure, reforms, and policies; the role of NGOs; and public health education interventions. The extant literature in each of these areas will be examined and discussed. 3 credit hours.

PHLD 9130 Health Services Research Methods

This course provides theoretical and applied concepts, techniques, procedures, and technologies used in scientific inquiry and reporting for applied health services delivery, systems, health administrative and managerial research.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

PHLD 9131 Foundations and Strategies for Health Organization Leadership

This course will examine the role of leaders in improving health organizations and the relationship between situational leadership strategy, organizational culture, communication, and performance. Theoretical foundations, strategies and processes of leadership are explored and synthesized through critical thinking, self and group assessment.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

PHLD 9133 Health Organization Communication

This course examines the delivery and exchange of messages within health organizations. Contexts will include conflict, negotiating, networks, channel selection, knowledge management, risk communication and public relations.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

PHLD 9231 Health Informatics and Decision Making

This course focuses on the fundamental concepts of managing information as an asset in public health and healthcare delivery contexts. Emphasis will be placed on converting data into information and converting information into decision support models.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

PHLD 9233 Enterprise Resource Planning and Management in Health Organizations

This course provides understanding, knowledge and evaluation models to manage an organization's enterprise resource planning and management system. Healthcare human resources and supply chain management are evaluated from a financial and operations management perspective.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

PHLD 9331 Seminar in Health Services Policy, Regulation, Ethics, and Advocacy

This course explores the policy, legal and ethical issues found in the healthcare system, and investigates the healthcare professional as decision-maker, leader and moral agent.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

PHLD 9333 Strategic and Contingency Planning

This course will examine the concepts, processes, and integration of management information systems, financial, human resource, and marketing plans into an organizational strategic planning system with emphasis on contingency planning as a major context and application.

Justification: The course is required for completion of the Public Health Leadership concentration for the Doctor of Public Health degree.

MOTION: Dr. Ron MacKinnon moved to approve the new course proposals from the College of Public Health. Dr. Jerry Wilson provided the second. The motion was passed.

III. UNFINISHED BUSINESS

Dr. Jerry Wilson questioned the status of the Master of Science in Applied Economics. Dr. Sandra Nettles requested that he contact Dr. Ron Shiffler in the College of Business Administration.

IV. NEW BUSINESS

V. ANNOUNCEMENTS

Dr. Sandra Nettles announced that the Fall semester Graduate Student Orientation is scheduled

for August 12, 2006, 2:00 to 5:00 p.m. in the Nessmith Lane Continuing Education Building.

Dr. Nettles also announced the Fall semester Graduate Program Director's Meeting will be held on Friday during Convocation Week.

VI. ADJOURNMENT

MOTION: Dr. Sonya Shepherd moved to adjourn the meeting. Dr. Donna Saye provided the second. The motion was passed.

There being no further business, the meeting was adjourned on May 25, 2006 at 9:30 AM.

Respectfully submitted,

Melanie Reddick
Recording Secretary

Graduate Committee on May 30, 2006. A quorum of 10 positive votes was received. No negative votes were received

LIBRARY COMMITTEE

Chair: Michele Davis McGibony
No report submitted

UNDERGRADUATE COMMITTEE

Chair: Donna Saye

MEETING OF MAY 23, 2006

3:00 P.M., SCIENCE & TECHNOLOGY ROOM 2103

I. CALL TO ORDER

Present: Dr. Camille Rogers, Dr. Donna Fisher, Dr. Donna Saye, Dr. Hsaing-Jui Kung, Dr. JoEllen Broome, Dr. Marian Tabi, Dr. Mark Welford, Dr. Marla Morris, Dr. Mary Hazeldine, Dr. Michael Moore, Dr. Reed Smith, Dr. Sonya Shepherd, Dr. Virginia Richards, Dr. Amy Heaston

Visitors: Ms. Caroline James, Mr. Wayne Smith, Dr. Sandy Peacock, Dr. Shahnam Navaee, Ms. Candace Griffith, Dr. Eric Nelson, Dr. Steve Engel, Dr. Ron MacKinnon, Dr. Susan Williams, Dr. Ron Shiffler, Dr. Mark Hanna

Dr. Donna Saye called the meeting to order at 3:00 p.m.

II. APPROVAL OF AGENDA

A Shepherd/Hazeldine motion to approve the agenda was passed unanimously.

NOTE: All Second Disciplines have been TABLED with the exception of the three from

Accounting.**Discussion:**

- Dr. Art Gowan - All second disciplines should be tabled to next UC meeting.
- Dr. Mary Hazeldine - Some of the COBA second disciplines need to go through this meeting due to accreditation purposes.
- Dr. Ron Shiffler - There are nine second disciplines on the agenda for COBA. Send through the three from Accounting then table the other six.
- Dr. Mary Hazeldine - Ok with this decision.
- Dr. Amy Heaston - Clarification of discussion and all agreed upon.

III. COLLEGE OF EDUCATION

Dr. Marla Morris presented the following agenda items for the College of Education.

Program Revisions**B.S.Ed. - Family and Consumer Sciences****JUSTIFICATION:**

In the transition to the MAT program, the FACS Ed program will need to add a three hour Methods course to its curriculum in Fall 2006.

A Fisher/Shepherd motion to approve this program revision was passed unanimously.

Technology Education Program Second Discipline

NOTE: This item has been tabled.

IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Amy Heaston and Dr. Steve Engel presented the following agenda item for the Vice President for Academic Affairs.

New Course**UHON 3090 - Honors Enrichment Seminar**

An in-depth exploration of a special topic in an honors seminar setting. Reserved for students in the Honors Programs. Topics to be selected by Honors Council based on proposals submitted by faculty. Prerequisite: Honors student status. 1 to 3 credit hours.

JUSTIFICATION:

The course is needed to supplement the honors curriculum for students in the University Honors Program. Honors students do not have a special topic course that will allow them to explore, in-depth, the issues of research and creativity in a special topic course designed by a professor. This course which will focus on research and creativity will help develop undergraduate research opportunities. Also, it will give faculty in all academic programs an opportunity to propose class topics that they wouldn't normally get to teach in their degree programs.

A Welford/Rogers motion to approve this new course was passed unanimously.

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Sandy Peacock presented the following agenda item for the College of Liberal Arts and Social Sciences.

Course Revision**FROM: WRIT 5550 - Technologies of Writing**

Prerequisite: A minimum grade of "C" in ENGL 1102 and 6 hours of writing courses above the 2000 level.

TO: WRIT 5550 - Technologies of Writing

Prerequisite: A minimum grade of "C" in ENGL 1102.

JUSTIFICATION:

This course explores critical approaches to technologies of writing and the

impact of technologies on what and how we write across a variety of disciplines. The course is designed to serve undergraduate students from such majors as Writing and Linguistics, Political Science, Education, CIS, and, IT, as well as graduate students in various programs (e.g., MBA, M.Ed., MA, etc.). As such, the course needs to remain at the 5000-level with no other prerequisites.

A Richards/Fisher motion to approve this course revision was passed unanimously.

VI. COLLEGE OF INFORMATION TECHNOLOGY

Dr. Camille Rogers presented the following agenda items for the College of Information Technology.

Course Revision

IT 4790 - Internship in Information Technology

NOTE: This item has been tabled.

Program Revision

B.S. - Information Technology

NOTE: This item has been tabled.

VII. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Shahnam Navaee presented the following agenda items for the College of Science and Technology.

DEPARTMENT OF GEOLOGY & GEOGRAPHY

Program Revision

Geographic Information Systems Second Discipline

NOTE: This item has been tabled.

DEPARTMENT OF MATHEMATICAL SCIENCE

New Course

MATH 5435 - Introduction to Topology

An introduction to metric spaces, topological spaces, connectedness and compactness of topological spaces, and continuous functions on topological spaces. Graduate students enrolled in this course will complete one or more assignments that the undergraduate students will not be required to complete. Prerequisite: A minimum grade of "C" in MATH 2332. 3 credit hours.

JUSTIFICATION:

This course is designed to be an elective in the mathematics department. The intent of the course is to provide students with an introduction to metric spaces and general topological spaces. Besides being itself an important and active branch of mathematics, topology serves as the foundation for many other branches of mathematics such as analysis and geometry. Additionally, topology finds applications in many other scientific fields like theoretical computer science and molecular biology.

A Hazeldine/Welford motion to approve this new course was passed unanimously.

Course Revisions

FROM: MATH 2332 - Mathematical Structures

Topics include propositional logic, predicate logic, induction, recursion, set theory, set operations, relations, functions, and Boolean algebra.

TO: MATH 2332 - Mathematical Structures

Topics include mathematical logic, methods of proofs, induction, set theory, relations, and functions. The course is primarily intended for mathematics and mathematics education majors as a first course in studying proof techniques and foundations of mathematics.

JUSTIFICATION:

When this course was introduced, it was designed as a discrete mathematics course for mathematics and computer science majors. In the meantime a new course Discrete Mathematics - Math 2130 was designed as a service course for information technology majors and as an introductory course in discrete mathematics for mathematics majors. Therefore, this course is redesigned to be an introductory course in proof techniques and foundations of mathematics intended primarily for mathematics majors.

FROM: MATH 5430 - Mathematical Models in Population Ecology

An introduction to discrete and continuous time models that arise from the study of ecological populations. Difference equation, matrix equation, and ordinary differential equation models for populations will be formulated and analyzed both analytically and numerically. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: MATH 1441.

TO: MATH 5430 - Introduction to Mathematical Biology

An introduction to applications of mathematics to various biological, ecological, physiological, and medical problems, which will be analyzed both analytically and numerically. Graduate students will be given additional assignments that will not be completed by undergraduate students. Prerequisite: MATH 3230 or permission of instructor.

JUSTIFICATION:

The current course description restricts the instructor in the topics that should be covered in the course. Mathematical biology is a growing area of study and has numerous applications beyond those in ecology. Our students are better served by broadening the range of topics to be covered.

A Hazeldine/Welford motion to approve these course revisions was passed unanimously.

Program Revisions

B.S. - Mathematics

JUSTIFICATION:

A new elective course Introduction to Topology-MATH 5435 and a revised elective course Introduction to Mathematical Biology – MATH 5430 are added to the list of elective courses.

B.S.Mat. - Mathematics

JUSTIFICATION:

A new elective course Introduction to Topology-MATH 5435 and a revised elective course Introduction to Mathematical Biology – MATH 5430 are added to the list of elective courses.

A Hazeldine/Welford motion to approve these program revisions was passed unanimously.

NOTE: Dr. Donna Fisher noted the following change needs to be made. B.S.Mat - Mathematics - List full title of MATH 5435 on program page.

DEPARTMENT OF MILITARY SCIENCE

Program Revision

Military Science Second Discipline Concentration

NOTE: This item has been tabled.

SCHOOL OF TECHNOLOGY

New Course

TCET 3236 - Project Cost Analysis, Planning, and Management

This course focuses on the cost estimating process related to the site work and

highway construction industry, and examines construction drawings and specifications documents as they relate to cost estimation process. The course also covers key aspects of project planning, scheduling, and management. Topics include: bid documents, estimating process, cost of labor and equipment, handling and transporting materials, earthwork and excavation, computerized estimating, techniques for economy studies of multiple alternatives, project scheduling, project management, and safety. Prerequisite: Junior standing in Civil Engineering Technology. 3 credit hours.

JUSTIFICATION:

According to the current Civil Engineering Technology program-specific accreditation criteria stipulated by TAC (Technology Accreditation Commission) of ABET (Accreditation Board for Engineering and Technology), certain construction-related topics need to be part of the curriculum. The addition of the proposed TCET 3236 (Project Cost Analysis, Planning and Management) course will cover these topics to fulfill the prescribed requirement.

A Welford/Fisher motion to approve this new course was passed unanimously.

Program Revisions

B.S. Civil Engineering Technology

JUSTIFICATION:

A new course (TCET 3236) covering specific construction-related topics is added to the curriculum to meet the new TAC/ABET accreditation criteria. To accommodate the new course, another 3-credit hour course (TENS 2137) was removed from the curriculum. The key topics of TENS 2137, however, will be covered in an existing course (TCET 4536 - Senior Project), as well as, in the proposed new course (TCET 3236).

B.S. Electrical Engineering Technology

JUSTIFICATION:

In response to the request of ABET (Accreditation Board for Engineering and Technology), the "Educational Objectives" of the Electrical Engineering Technology were added to the bottom of the EET Program Page.

A Welford/Fisher motion to approve these program revisions was passed unanimously.

Applied Integrated Manufacturing Second Discipline Concentration

NOTE: This item has been tabled.

VIII. COLLEGE OF BUSINESS ADMINISTRATION

Dr. Mary Hazeldine presented the following agenda items for the College of Business Administration. Selected Topics Announcements were presented as information only.

New Courses

MGNT 4438 - Operations in Supply Chains

The growing tendency of firms to focus on their core competences, and the resulting vertical disintegration of activities, has required a more holistic view of the operations function. Firms have increasingly extended their operations beyond the firm boundary, forming webs of interdependent interactions. This course will cover and integrate concepts and topics related to the role of operations management in the design and management of supply chains. Prerequisite: A minimum grade of "C" in MGNT 3430 and BBA status or permission of department chair. 3 credit hours.

JUSTIFICATION:

This course will be required for the Operations Management emphasis in the

B.B.A. Management major, in place of another course that has previously been required. It may also be taken as an elective by other students. The growing tendency of firms to focus on their core competences, and the resulting vertical disintegration of activities, has required a more holistic view of the operations function. Firms have increasingly extended their operations beyond the firm boundary, forming webs of interdependent interactions. Therefore, more organizations are demanding students who have been exposed to integrated supply chain topics. According to experts (e.g. Bozarth, Handfield, Choi,), students who had courses dealing solely with the management of internal operations are seen as less well prepared for the job market. To address this need, the new course will cover and integrate concepts and topics related to the role of operations management in the design and management of supply chains.

MGNT 4431 - Purchasing and Negotiation

The nature of today's business environment places great importance on organizational sourcing. This course helps students to better comprehend the various supply management decisions required to effectively contribute to organizational strategies. The course will introduce key areas of purchasing (supply management) and develop skills in negotiation. Upon successful completion of the course, students will be able to apply conceptual and analytical approaches to better influence and direct decisions where supply meets demand. Prerequisite: A minimum grade of "C" in BUSA 3131 and BBA status or permission of department chair. 3 credit hours.

JUSTIFICATION:

This course will be required for the Operations Management emphasis in the B.B.A. Management major, in place of another course that has previously been required. It may also be taken as an elective by other students. In conducting their own operations, businesses have always procured some of the required inputs (e.g. materials, parts, and services) from other businesses. However, over the past few decades, reliance on procurement has increased significantly as businesses have recognized the importance of focusing on their own core competencies. Consequently, this course will provide graduates with the procurement background increasingly expected in entry-level operational positions.

BUSA 1105H - Introduction to Business Honor Section

A survey course that acquaints beginning college students with the major institutions and practices in the business world, provides an understanding of basic business concepts, and presents a view of career opportunities that exist in business. Prerequisite: Only pre-business and non-business majors who have not completed other business courses may register for this course. 3 credit hours.

JUSTIFICATION:

Introduction to Business is a foundation course designed to acquaint the beginning college student with business practices and decision making necessary for the business world, to provide an understanding of basic business concepts, to show the interrelationships of the functional areas of business, and to present an overview of the career opportunities which exist in business. An honors course is needed for honors students to acquaint them with business practices.

MKTG 3136 - Introduction to E-Commerce

This course presents the strategic themes and issues associated with the field of e-

commerce and highlights the technology, capital, public policy, and media infrastructures needed to provide the context in which business strategy operates.

Prerequisite: A minimum grade of "C" in MKTG 3131. 3 credit hours.

JUSTIFICATION:

E-Commerce is the industry for the twenty-first century and beyond. It generates billions of dollars across Business to Consumer and Business to Business markets.

LOGT 4234 - Analytical Tools in Logistics

This course is an examination of the principle analytical tools and methods used in logistics and transportation, including the application of analytical tools to strategic, tactical, and operational supply chain problems. Students will be required to demonstrate the ability to understand the fundamentals of the field and to stretch this understanding to comprehend the intricate processes needed by logistical and transportation managers. Prerequisites: A minimum grade of "C" in LOGT 3221 and LOGT 3232. Corequisite: LOGT 4231. 3 credit hours.

JUSTIFICATION:

This course helps students to better understand the principle analytical tools and models that are used in logistics and transportation. Many recruiters have indicated a need for these skills from potential employees.

MGNT 4030 - Special Topics in Management

A customized course that allows students to pursue further study in a specific management topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: A minimum grade of "C" in MGNT 3130. 3 credit hours.

JUSTIFICATION:

As the number of management majors increase, it is necessary to offer this new topic course to meet the growth in student enrollment. It also allows faculty members with different expertises to teach students the frontier in their own research areas or contemporary topics related to current real-world events.

MGNT 4030S - Special Topics in Management

A customized course that allows students to pursue further study in a specific management topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: A minimum grade of "C" in MGNT 3130. 3 credit hours.

JUSTIFICATION:

As the number of management majors increase, it is necessary to offer this new topic course to meet the growth in student enrollment. It also allows faculty members with different expertises to teach students the frontier in their own research areas or contemporary topics related to current real-world events.

MKTG 4030 - Special Topics in Marketing

A customized course that allows students to pursue further study in a specific marketing topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: A minimum grade of "C" in MKTG 3131. 3 credit hours.

JUSTIFICATION:

As the number of marketing majors increase, it is necessary to offer this new topic course to meet the growth in student enrollment. It also allows faculty members with different expertises to teach students the frontier in their own research areas or contemporary topics related to current real-world events.

MKTG 4030S - Special Topics in Marketing

A customized course that allows students to pursue further study in a specific marketing topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: A minimum grade of "C" in MKTG 3131. 3 credit hours.

JUSTIFICATION:

As the number of marketing majors increase, it is necessary to offer this new topic course to meet the growth in student enrollment. It also allows faculty members with different expertises to teach students the frontier in their own research areas or contemporary topics related to current real-world events.

LOGT 4030 - Special Topics in Logistics

A customized course that allows students to pursue further study in a specific logistics topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisites: A minimum grade of "C" in LOGT 3131 and LOGT 3232. 3 credit hours.

JUSTIFICATION:

As the number of logistics majors increase, it is necessary to offer this new topic course to meet the growth in student enrollment. It also allows faculty members with different expertises to teach students the frontier in their own research areas or contemporary topics related to current real-world events.

A Welford/Rogers motion to approve these new courses was passed unanimously. NOTE: Dr. Amy Heaston noted for future reference to list the true student outcomes.

Course Revision**FROM: MGNT 4435 - Management of Quality**

Focuses on Quality Management Systems to include: corporate-level strategic quality decisions, plus tactical-type decisions, related to quality, across all functional areas of an organization. It stresses that an organization's management system is concerned with planning to meet customers' needs, organizing resources, managing for continuous improvement, and facilitating employee involvement.

FROM: MGNT 4435 - Management of Quality & Process Improvement

Teaches how to identify, document, analyze, and improve the processes that constitute a business's operations. Begins by establishing a foundational practice of recognizing and describing key processes, using techniques such as process mapping and value stream mapping. Builds on this foundation by developing Quality Management Systems that address both corporate and tactical decisions by planning to meet customers' needs, organizing resources, managing for continuous improvement, and facilitating employee involvement.

JUSTIFICATION:

The majority of the content and focus of the current course will be retained. However, the ideas of this, as well as other operations management courses require a process orientation or perspective. Students sometimes underestimate the need for this perspective or overestimate their current capabilities. We therefore recognize the need to be more explicit in identifying the importance of a process orientation and more deliberate in allocating course time and activities to this end.

A Welford/Fisher motion to approve this course revision was passed unanimously.

Course Deletion**MGNT 4434 - Operations Strategy****JUSTIFICATION:**

As the relative importance of topics in our field has evolved, it has become

apparent that expertise in operations strategy, while helpful, is not currently expected in the types of positions where our graduates are likely to be employed. Consequently, we are deleting this course from the list of requirements for B.B.A. in Management with an emphasis in Operations Management. We do not anticipate needing to teach the course anymore and do not wish to give the impression that we will. We therefore think it best to remove the course from the catalog altogether.

A Welford/Richards motion to approve this course deletion was passed unanimously.

Programs Revisions

B.B.A. Information Systems

JUSTIFICATION:

This revision clarifies that any upper division CISM course approved by an advisor may be used to satisfy major requirements as an IS elective.

B.B.A. Information Systems - Emphasis in Electronic Commerce

JUSTIFICATION:

This revision clarifies that any upper division CISM course approved by an advisor may be used to satisfy major requirements as an IS elective.

B.B.A. Information Systems - Emphasis in Enterprise Resource Planning Systems

JUSTIFICATION:

This revision clarifies that any upper division CISM course approved by an advisor may be used to satisfy major requirements as an IS elective.

B.B.A. Information Systems - Emphasis in Technology Entrepreneurship

JUSTIFICATION:

This revision clarifies that any upper division CISM course approved by an advisor may be used to satisfy major requirements as an IS elective.

B.B.A. Information Systems - Emphasis in Enterprise Security

JUSTIFICATION:

This revision clarifies that any upper division CISM course approved by an advisor may be used to satisfy major requirements as an IS elective.

A Rogers/Hazeldine motion to approve these IS program revisions was passed unanimously.

B.B.A. Management - Emphasis in Operations Management

JUSTIFICATION:

We are enhancing the value of the emphasis by updating coursework to better enable our graduates to be successful as they join businesses whose operations are increasingly global and interactive with those of other businesses. We are accomplishing this by adding the requirement for two new courses related to the purchasing and supply management activities that facilitate inter-business operations and are increasingly in demand for typical entry-level positions. We are also making complementary modifications to our existing "Quality" course to emphasize the process perspective needed to coordinate multiple, global operations. Finally, we are deleting a course (Operations Strategy) that, while potentially beneficial in its own right, is not well-suited to the entry-level positions sought and obtained by most of our graduates.

A Rogers/Fisher motion to approve this program revision was passed unanimously.

Fraud Investigation Interdisciplinary Minor**JUSTIFICATION:**

Since fraud investigation is a part of fraud examination, we want the name for the minor to be changed to Interdisciplinary Minor in Fraud Examination to encompass all the aspects of fraud covered in the minor courses.

A Rogers/Fisher motion to approve this program revision was passed unanimously.

Economics Minor**JUSTIFICATION:**

Changing course names to match catalog name.

A Welford/Richards motion to approve this program revision was passed unanimously.

Financial Accounting Second Discipline**JUSTIFICATION:**

The School of Accountancy will not be able to offer a Second Discipline with the course deletions as requested by the College of IT. The School has voted to not offer any Second Disciplines; however, IT students may minor in Accounting, if they so choose.

Forensic Accounting Second Discipline**JUSTIFICATION:**

The School of Accountancy will not be able to offer a Second Discipline with the course deletions as requested by the College of IT. The School has voted to not offer any Second Disciplines; however, IT students may minor in Accounting, if they so choose.

Managerial Accounting Second Discipline**JUSTIFICATION:**

The School of Accountancy will not be able to offer a Second Discipline with the course deletions as requested by the College of IT. The School has voted to not offer any Second Disciplines; however, IT students may minor in Accounting, if they so choose.

A Fisher/Morris motion to approve this program revision was passed unanimously.

Management Second Discipline**Human Resources Management Second Discipline****Marketing Second Discipline****Retail Point of Sales (POS) Systems Second Discipline****Sales and Sales Management Second Discipline****Supply Chain Management Second Discipline**

NOTE: These items have been tabled.

Selected Topics Announcements**ECON 4030 - Environmental Economics****JUSTIFICATION:**

The course covers the application of economic theory and methods to environmental issues. Appropriate for an upper level elective for business or nonbusiness majors.

MGNT 4830 - Operations in Supply Chains**JUSTIFICATION:**

The growing tendency of firms to focus on their core competences, and the resulting vertical disintegration of activities, has required a more holistic view of the operations function. Firms have increasingly extended their operations beyond the firm boundary, forming webs of interdependent interactions. Therefore, more organizations are demanding students who have been exposed to the inter-firm effects of operational decisions in the context of supply chains. According to experts (e.g. Bozarth, Handfield, Choi,), students who had an operations management from only the perspective of a single firm are seen as not fully prepared for the job market. This course develops a more holistic perspective by extending the context of key traditional operations management topics beyond internal value-adding processes to include the interfaces between those processes and external organizations. (The course builds on the instructor's research and professional experience in the area.)

MGNT 4830 - Diversity in the Workplace**JUSTIFICATION:**

The course covers topics related to diversity in the workplace. Relevant theories will be explored in an effort to enhance personal and professional development. The students will also engage in practical application through course project. Appropriate for an upper level elective for business or nonbusiness majors. Particularly relevant for those students interested in a career in human resource management.

IX. OTHER BUSINESS

- Dr. Virginia Richards proposed that all colleges present at all meetings and stop the November/January presentations for the catalog.
- A majority vote was made to leave the calendar as is.

X. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 3:40 p.m.

Respectfully Submitted,



Caroline D. James
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair : Linda Bleicken, Provost

The Academic Advisory Council met on May 23, 2006 at 9:00 a.m. in room 1100J in the College of Education.

The agenda was as follows: (1) Soaring into AY 2006-2007: SOAR Sessions; Enrollment Management; Retention (student, faculty); (2) Additional Announcements; (3) Adjournment;

Mike Deal presented the Summer enrollment report and noted an encouraging increase in the numbers ([Admissions/Registrar handout](#)). Virginia Samiratedu presented an analysis of [registration patterns](#). By the third week three quarters of the students have registered for the Summer. The discussion then focused on the pros and cons of a longer registration period. A similar analysis will be done for Fall and Spring semester. Dean Whitt suggested that Summer enrollment might be helped by using more flexibility in

Summer scheduling (e.g., shorter terms). Lisa Spence offered to provide action based on the type of data presented by Virginia (e.g., reminders). Provost Bleicken and Dean Hudak noted the possible usefulness of the data for dealing with student retention and improving hiring practices. Susan Davies drew the group's attention to p. 1 of the Registrar's handout and noted that the EIP retention rate for the past two years from Summer into the Fall was 92-93% and 78% for the following Spring. Mike Deal then discussed Fall enrollment figures, efforts underway to encourage students to register (postcard), and registration opportunities for Fall 2006 (cf. handout). Provost Bleicken noted that enrollment is being tracked on a continuous basis in relationship to retention rates and discussed a 5/16/06 Enrollment Development Model for Fall 2006, stressing the importance of retention for the Chancellor. Other updates included SOAR sessions (last page of Admissions/Registrar's handout; Susan Davies), seat availability (report circulated at the meeting; Mike Deal). Mike Deal announced that hard-copy catalogs will no longer be distributed at SOAR sessions. Copies of appropriate materials should be provided by individual units. Dean Chance asked if retention rates for graduate students were also going to be tracked. Provost Bleicken responded in the affirmative but expressed some doubt about the feasibility and usefulness of the task. Chance and Bleicken agreed that in the case of graduate students tracking of degree completion is more significant. Concerning registration, Provost Bleicken encouraged contacting students who have not yet registered. She then announced that the Dean's Council was going to discuss retention of faculty. Dean Chance stressed the issue of salary: we are less competitive than other schools in Georgia and this impacts negatively our recruiting efforts. Provost Bleicken stressed that the issue is not limited to recruiting but concerns retention of faculty who are already here. Efforts are underway to analyze the market and improve the situation (Deans Whitt and Shiffler will participate in a workshop on the subject). Dean Whitt added that another issue related to faculty retention is the teaching load required of faculty at GSU. The meeting ended with short discussions of (1) on-going efforts to address student retention/academic intervention (Lisa Spence: finding ways of communicating with students who are experiencing academic difficulty and monitoring subsequent efforts to remediate to the problems identified; Dean Shiffler: the Enrollment Development Model for Fall 2006 suggests a need for a proactive more efficient way to address retention, the number of students needed to meet the projected retention goal being easily identifiable in the model; identifying non-pre-registered students who are more likely to continue successfully at GSU [e.g., analyzing GPA, etc.] in order to focus of retention efforts on that group would thus make the task more manageable and allow for more efficient methods of intervention [phone calls, etc.]), and (2) better communication between IT and the Colleges (Lisa Spence).

Submitted by Jean-Paul Carton, 2005-2006 Faculty Senate Librarian

ACADEMIC STANDARDS COMMITTEE

Chair: Mark Yanoichik, COBA

Academic Standards Committee, August 11, 2006

Those attending the meeting were: Bob Fernekes (LIB), Ming Fang He (COE), Danette Wood (CHHS), Pat Walker (CLASS), Pat Humphrey (COST), Mark Yanoichik (COBA), Iris Durden (LIB), Rose Mary Gee (CHHS), Beverly Graham (CLASS), Scott Williams (COST), Wayne Smith (Registrar).

The committee heard 12 appeals and approved 2 with stipulations. Six were pre-approved according to previously established criteria.

The committee heard from Mike Deal (Registrar) about problems encountered with the Banner system in implementing the no adjusted GPA policy. Briefly, they have been working with IT Services for the past year to investigate possible solutions to an implementation – Banner cannot have separate rules for GPA calculations for different students based on first enroll date. Establishing another “level” for students had also been investigated but would cause other problems with the Financial Aid office, Fee processing, etc. The suggestion that came from administration to solve the problem is to implement a “no adjusted GPA” policy for all students beginning Fall 2007. Any students with adjusted GPAs at that time would have those frozen as a new baseline. This year all students would be notified of the change to take place, and encouraged to repeat any needed classes Spring and Summer. A motion to adopt the proposal was made and seconded. The motion was unanimously approved. This recommendation will be brought forward to Faculty Senate for full consideration. SGA will also have to be notified.

Mark Yanoichik was unanimously approved to be the Committee's Chair for 2006-07.

A memo with background and several questions concerning cheating from Marc Cyr was discussed. The committee will follow through to find answers to his questions. Basically, the members of the committee who had had dealings with Judicial Affairs about cheating students said the process was time consuming, can be hazardous (threats made by students, parents, their lawyers, etc). However, all faculty should include information in their syllabi about academic dishonesty (required by the Provost's Start of Year Memo). Also, all faculty should be encouraged to report any incidents, so repeat offenders can be identified.

The Academic Standards Committee also met on August 3 and August 8, 2006. At the August 3 there were 55 appeals. 22 were pre-approved, 4 were approved by the Committee and 29 were denied. 7 appeals were later approved by the respective Dean and 4 were denied. On August 8 there were 9 appeals. 3 were pre-approved, 2 were approved by the Committee and 4 were denied. 2 appeals were later denied by the respective Dean.

FACULTY DEVELOPMENT COMMITTEE

Chair: Clara Krug, CLASS

September 7, 2006

The Faculty Development Committee has not yet met. However, in e-mail messages, the chair has announced twice to all Georgia Southern University faculty members the Fall Semester deadlines for applications for grants for development of instruction (September 8) and for professional travel (September 15).

Tentative meeting dates are:

October 3	11:00 a.m.-12:15 p.m.	Discuss applications for grants for development of instruction
October 5	11:00-12:15	Continue to discuss applications (if necessary)
October 17	11:00-12:15	Discuss applications for grants for professional travel
October 19	11:00-12:15	Continue to discuss applications (if necessary)
October 31	11:00-12:15	Discuss issues related to Spring Semester

FACULTY RESEARCH COMMITTEE

Chair: John Nauright, CHHS

No Report

FACULTY SERVICE COMMITTEE

Chair: Patricia Walker, CLASS

No Report

FACULTY WELFARE COMMITTEE

Chair: Mark Welford, COST

No Report

GRADUATE COMMITTEE

Chairs: Ron MacKinnon, CIT (Fall Semester, 2006)
Ming Fang He, COE (Spring Semester, 2007)

No Report

LIBRARY COMMITTEE

Chair: Sonya Shepherd, LIB

No Report

SENATE ELECTIONS COMMITTEE

Chair: Charles Skewis, LIB

No Report

UNDERGRADUATE COMMITTEE

Chair: To be elected.

No Report

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair: Linda Bleicken, Provost

The Academic Advisory Council met on August 29, 2006 at 9:00 a.m. in room 1100J in the College of Education.

1. The Provost discussed the important of accountability – measuring how well we do what we say we do. She suggest that the public is increasingly interested in accountability in higher education and that it might be to the University's advantage to take the lead on the issue rather than have the issue forced upon us.
2. Next the Provost discussed a document entitled "Desired Attributes of Georgia Southern Graduates: A Focus Group Discussion." Six faculty members who are award winners for excellence in teaching, scholarship and service were asked to discuss what they considered desired attributes of Georgia Southern graduates. These faculty members came up with a list of 15 attributes. In addition 8 students who are actively involved in the campus community or who are student leaders were asked to compost a similar list. They put together a list of 13 attributes. A list was also compiled by the University's 9 colleges and the Library. The interesting finding is the remarkable consistency of all three lists. The Provost also indicates that it is important to show these attributes are being developed.
3. Charles Hardy discussed Academic Affairs goals. According to Dr. Hardy "academic distinction" means different things to different people. It is important to develop and operational definition and possibly 5 primary structures on which to achieve consensus. Next we need to develop tactics to achieve those 5 items.

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4. Mike Deal reported on enrolment for the current semester. He expects that enrolment will stabilize between 16,500 and 16,600 students. The Enrolment Comparison Report shows that freshman enrolment is down by 500 compared to last fall. This might be related to several factors including a) a decrease in the number of applicants, possibly due to an increase in application fee from \$20 to \$50, b) the minimum SAT required for admission to Georgia Southern this year was 1000, which was above the average SAT of 990 state-wide, and c) UGA and GA Tech both accepted additional students late in the spring.
 5. Susan Davies explained that the rationale for raising the application fee were to encourage only students who were serious about attending Georgia Southern to apply and to move closer to the fees in place at other universities in the USG. She also reported that there has been a reduction in the number of campus visits by prospective students. Efforts are being made to increase the number of visits this year. A leadership conference is also planned for students with SAT scores between 1100 and 1199.
 6. Alan Altany informed the council that the CET is hosting a Conference for the Scholarship of Teaching and Learning on November 2. The CET has also developed an e-journal entitled *International Journal for the Scholarship of Teaching and Learning*. Both the conference and the journal are peer reviewed.

ACADEMIC STANDARDS COMMITTEE

Chair: Mark Yanochik, COBA

No Report

FACULTY DEVELOPMENT COMMITTEE

Chair: Clara Krug, CLASS

Tuesday, October 3, 2006 11:00 a.m. – 12:15 p.m.

Prior to the meeting, seven members had reviewed all proposals and submitted scores electronically. The eighth member had reviewed all proposals, but had not submitted scores. The committee chair had compiled the results of the seven sets of scores and had sent a list of the highest-rated proposals to committee members prior to the meeting. She had also sent an agenda.

Members present: Alan Altany (Provost's Office), Cassandra Arroyo (Public Health), Ken Clark (COE), John Dyer (CIT), Bob Fernekes (LIB), Clara Krug (CLASS, Senator), Trent Maurer (CHHS), Gustavo Molina (COST). Jack White was unable to attend, but spoke with some members before the meeting with specific concerns about one proposal. He also stated that he agreed that the FDC should fund the highest-rated proposals on the list provided.

I. How Much Funding to Commit to Proposals Submitted for This Funding Cycle:

The committee had received 22 proposals requesting a total of \$92,352.50 in funding. Prior to discussing any proposals, members unanimously agreed to commit no more than 33 1/3% of total funds available (\$51,505.60) for funding one cycle of improvement of instruction grants and two cycles of professional travel grants to this particular funding cycle. (N.B.: In Fall 2005, nine faculty submitted proposals.)

II. Funding the Highest-Rated Proposals:

A. White had expressed specific concerns about one proposal and had requested that the person who had ranked it in first place present a compelling argument for funding it. The committee member argued in favor of funding it. However, other members cited lack of cost share, questions about the quantity of items purchased, and a need for the applicant to pay attention to directions. The seven committee members present voted unanimously to partially fund the proposal (69% of the amount requested).

B. Those present voted unanimously to fully fund the six highest-rated proposals.

C. The total allocation for six fully-funded proposals and one partially-funded proposal was \$16,954.40.

III. Not Funding the Lowest-Rated Proposals:

A. The committee voted unanimously not to fund the remaining 15 proposals.

B. Committee members reviewed each proposal to provide written reasons for the decision to provide no funding in each letter of notification.

IV. Concerns:

Several concerns had developed as a result of questions from applicants and potential applicants/nominators and also as a result of reading proposals:

- A. Should department chairs be eligible for funding? Currently, guidelines specify that "full-time faculty" are eligible; they do not state that only "full-time teaching faculty" are eligible.
- B. Are faculty with temporary contracts who have taught at Georgia Southern for many years eligible to receive an award for Excellence in Instruction?
- C. Should members of this committee be eligible to receive grants or an award for Excellence in Instruction while they serve on the committee?
- D. If two faculty members apply for travel funds in the same proposal, should only one be eligible?
- E. Since the identity of the faculty member proposing a project/travel funding is to be confidential, how should committee members treat a proposal that identifies a co-presenter. Isn't this person indirectly receiving funding, too?

Members will discuss these issues at a subsequent meeting.

V. About Other Meetings:

A. Since all business was concluded on October 3, the October 5, 2006 meeting was cancelled.

B. Cassandra Arroyo volunteered to take minutes at the October 17 meeting.

P.S. Clara Krug revised the letters of notification and provided reasons for the decision to provide no funding for inclusion in letters of regret. Ms. Patricia Hendrix (Center for Excellence in Teaching) is preparing the 22 letters for her signature. They should leave the CET the week of October 9.

FACULTY RESEARCH COMMITTEE

Chair: John Nauright, CHHS

No Report

FACULTY SERVICE COMMITTEE

Chair: Patricia Walker, CLASS

No Report

FACULTY WELFARE COMMITTEE

Chair: Mark Welford, COST

No Report

GRADUATE COMMITTEE

Chairs: Ron MacKinnon, CIT (Fall Semester, 2006)

Ming Fang He, COE (Spring Semester, 2007)

The Graduate Committee met on Sept 14th and drafted Ron MacKinnon (CIT) to be chair for the Fall term and Ming Fang He (COE) to be the chair for the Spring term.

The minutes of the meeting will be available at
http://students.georgiasouthern.edu/registrar/grad_index.htm

There were 2 items of business. A motion to set the minimum number of credit hours to 7 for graduate assistants in the Master of Music program was approved.

There was a proposal for a MS Kinesiology Online Coaching Education Study Concentration. This proposal was extensively discussed and was tabled so that modifications to the proposal to incorporate concerns raised could be presented at a future meeting.

As a result of the discussions on the online program, the Deans of the College of Graduate Studies agreed to prepare guidelines for online program proposals.

There were questions raised on a variety of topics including, the vision of graduate studies at GSU. It was agreed that a portion of each meeting, before courses or programs were presented, would be spent discussing one topic per week. Ming Fang He agreed to work with the Graduate Deans to produce a list of topics to be discussed. If it is possible, The Strategic Planning Council would like to receive a presentation of the graduate vision from the College of Graduate Studies.

If any senator has a topic that they would like the Graduate Committee to discuss, please contact the Graduate Committee representative from your college.

LIBRARY COMMITTEE

Chair: Sonya Shepherd, LIB

No Report

SENATE ELECTIONS COMMITTEE

Chair: Charles Skewis, LIB

No Report

UNDERGRADUATE COMMITTEE

Chair: To be elected.

I. CALL TO ORDER

Present: Dr. Brenda Talley, Dr. Camille Rogers, Dr. Donna Saye, Dr. Jim Klein, Dr. Leslee Higgins, Dr. Marian Tabi, Dr. Michael Moore, Dr. Michael Reksulak, Dr. Rebecca Ziegler, Dr. Reed Smith, Ms. Candace Griffith

Visitors: Ms. Caroline James, Dr. Virginia Richards, Dr. Art Gowan, Dr. Alison Scott, Dr. Frank Atuahene

Dr. Donna Saye called the meeting to order at 3:00 p.m.

II. WELCOME AND INTRODUCTIONS

Dr. Saye introduced herself, and then asked each person to give their name and the college or division they represent. There are seven new members on the committee.

III. ORIENTATION

Dr. Saye gave a brief explanation about the Undergraduate Committee.

IV. ELECTION OF NEW CHAIR

Dr. Saye asked for nominations from the members. Dr. Michael Moore nominated Dr. Donna Saye as chair. Dr. Marian Tabi seconded the nomination. Dr. Donna Saye was elected unanimously.

V. APPROVAL OF AGENDA

Approval of the agenda was passed unanimously.

VI. COLLEGE OF INFORMATION TECHNOLOGY

Dr. Camille Rogers presented the following agenda item for the College of Information Technology.

Course Revision

FROM: IT 4790 - Internship in Information Technology

Prerequisite: A minimum grade of "C" in IT 1430.

TO: IT 4790 - Internship in Information Technology

Prerequisite: A minimum grade of "C" in IT 1430 and IT 3131.

JUSTIFICATION:

Assure students in IT 3132 have some server-side experience covered in IT 3131.

A Moore/Smith motion to approve this course revision was passed unanimously.

VII. COLLEGE OF HEALTH AND HUMAN SCIENCES

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

Selected Topics Announcements

HLTH 4099S - The Mediterranean Diet

JUSTIFICATION:

This course will provide Georgia Southern University undergraduates with the opportunity for a combined Study Abroad to Italy and in-depth seminar course to examine the historic, cultural, and scientific factors of the Mediterranean Diet.

HLTH 4099S - Introduction to International Nutrition

JUSTIFICATION:

This course will provide Georgia Southern University undergraduates with the opportunity for a combined Study Abroad to Italy and in-depth seminar course to examine the historic, cultural, and scientific factors of the Mediterranean Diet.

Course Revision

FROM: RECR 4435 - Managing Recreation Organizations

Prerequisite: Completion of Area F Requirements.

TO: RECR 4435 - Managing Recreation Organizations

Prerequisite: A minimum grade of "C" in RECR 1530.

JUSTIFICATION:

To allow students to more easily matriculate through the curriculum.

A Moore/Ziegler motion to approve this course revision was passed unanimously.

VIII. OTHER BUSINESS

- Dr. Camille Rogers asked if the November and January UGC agenda deadlines for the catalog would be pushed back since we no longer print a hard copy of the catalog. Caroline James responded that the dates would remain the same due to the need to meet the same deadlines for the online catalog.
- Dr. Donna Saye opened up discussion about changing the time for the 2006-2007 UGC meetings. Dr. Camille Rogers moved to start meetings at 3:15 on the assigned dates. Dr. Leslee Higgins seconded the motion. This was passed unanimously.

IX. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 3:20 p.m.

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair: Linda Bleicken, Provost

The Academic Advisory Council met on September 26, 2006 at 9:00 a.m. in room 1100J in the College of Education. Report prepared by Godfrey Gibbison, Senate Librarian.

1. Customer Service

- 1.1 Dr. Bleicken discussed the presentation on customer service by Dennis Snow, a private consultant and former Disney Executive (handout1). Some of the important topics include the need to picture the world through the eyes of the students, parents and other stakeholders; the need to create a “wow” and the need to look at processes that may not work well.
- 1.2 The Provost noted that faculty members are sometimes reluctant to relate to or think of students as customers. She believes the notion is disturbing to the faculty. Still, it makes sense to try to view the world through the lens of the students.
- 1.3 Jim Bradford (CIT) discussed ways in which his college is looking for areas in which they could be more helpful to students. CIT has been working on a project to help students with directions to class. They have created building and room codes, along with a map that leads to the various buildings on campus. The secretary gives these maps to students when the students ask for directions.
- 1.4 Charlie Hardy sent a summary of the customer service workshop discussion to faculty and staff in the JPH College of Public Health. There was also a discussion at faculty meeting and with the staff. He believes it is an affirmation of a culture that is already established.
- 1.5 Dr. Bleicken noted that we have to show how we have implemented or changed some practices. The Provost also highlighted the chart on page 11 (Employee Engagement Levels), page 12 (Communication), page 13 (the disconnect between awareness and assimilation), and the idea of looking for appropriate skills while hiring new faculty and staff. She noted that new faculty and staff could change the institution culture for a long period of time.

2. National Survey of Student Engagement (NSSE) Benchmark Report (handout2)

- 2.1 Academic Challenge – not as high as students expected, especially among first year students.
- 2.2 Supportiveness of campus environment (last graph) – big downturn between 2004 and 2005
- 2.3 The Provost pledged to target some of the specific issues within the survey

3. University Honors Program – Steven Engel (handouts 3 & 4)

- 3.1 Steven discussed the retention and graduation rate among Honors students, non-Honors students with SAT scores above 1200 and the general university population. The retention and graduation rates of Honors students are significantly above the rates for all other students. Also non-Honors students with SAT scores above 1200 have retention and graduation rates at or below other non-Honors students. The problem could be that classes are not challenging enough for high-ability non-Honors students.
- 3.2 Steven then discussed the future of the Honors program. One highlight is that core courses are capped at 25 students, but should typically be between 15 and 25 students.
- 3.3 Cindy Chance (COE) suggested perhaps what is good for an Honors student is good for all students. That is, should the University be looking at all students taking small engaging classes? Amy Heaston replied that class size is not the only determinant of success. Student success comes down to the quality of the teacher.

4. Faculty Learning Communities – Alan Altany (handouts 5 & 6)

- 4.1 The direction of the CET ties in with the NSSE Report. Faculty have experience/knowledge about
 - i. How students learn
 - ii. What is working well in the classroom
 - iii. What has worked well

The objective is to create an environment where best practices are commonplace, not the exception.

- 4.2 Eleven FLC have been created with 82 faculty participating. See handout for demographic data of the participants. Each faculty makes a commitment for one academic year. Alan encouraged the Council to acknowledge faculty participation. He also noted that faculty development is not always listed as an RPG goal and activity.
- 4.3 Alan went on to note that the best place for faculty development to emerge is from faculty themselves. What can emerge from FLC is directly related to the mission of the CET. FLC encourage faculty to reflect upon their teaching and apply what is learnt from FLC to at least one course (the focus course). Faculty members are also encouraged to share their learning with other colleagues campus-wide.

5. First Year Experience – Chris Caplinger (handout 7)

- 5.1 Undeclared students. Being undeclared is developmentally appropriate if students are engaged in developing/exploring a major or career option. Undeclared students are encouraged to be exploring.
- 5.2 Nine sections of GSU 1210 are being used to understand why some students are undeclared. The ultimate goal is to have students declare a major in their first year.
- 5.3 First Year Experience Task Force. A task force has been charge with examining the first year academic experience of GSU students. Academic Affairs has really not played a major role in the first year experience of students. Currently FYE rely upon a one credit hour one course (GSU 1210). The members of the task force are expected to communicate with their respective colleges and elicit suggestions.

6. Advisement – Amy Heaston (handout8)

- 6.1 Dr. Heaston spoke of the need to create common advisement goals. She said the University need to assess/evaluate the advisement process to determine how well it is working.
- 6.2 She also spoke about the need to have a transparent degree evaluation mechanism that gives students information on how to stay on track for graduation.
- 6.3 Toolkit of Indicators – signs to look for when a student is getting off track academically. Indicators include class attendance, changing majors, change in the student's GPA, withdrawing from classes.

7. Security Awareness Training - Lisa Spence (IT Services)

- 7.1 IT Services has created a power point presentation to train faculty and staff on issues related to computer security. IT Services would like all faculty and staff to go through the training and then complete a 14-question security awareness survey. The survey takes about 20 minutes. The training material and survey will be updated on an annual basis. Computer security training will also be included in new faculty and staff orientation. A revised version of the power point presentation will be available soon.

ACADEMIC STANDARDS COMMITTEE

Chair: Mark Yanochik, COBA

No Report

FACULTY DEVELOPMENT COMMITTEE

Chair: Clara Krug, CLASS

THE MEETING OF THE FACULTY DEVELOPMENT COMMITTEE OF GEORGIA SOUTHERN UNIVERSITY Tuesday, October 17, 2006 Scheduled for 11:00 a.m. – 12:15 p.m.

Prior to the meeting, all eight voting members had reviewed all proposals for professional travel grants and had submitted scores electronically. However, one member's scores had not been received. The committee chair had compiled the results of the seven sets of scores received and had sent a list of the highest-rated proposals to committee members prior to the meeting.

Clara Krug called the meeting to order at 11:03 a.m.

Members present: Alan Altany (Provost's Office), Cassandra Arroyo (Public Health), Ken Clark (COE), John Dyer (CIT), Clara Krug (CLASS, Senator), Trent Maurer (CHHS), Gustavo Molina (COST).

I. How Much Funding to Commit to Proposals Submitted for This Funding Cycle:

The committee had received 50 proposals requesting a total of \$62,475 in funding. Dyer moved that the committee allocate no more than 33.33% of the remaining budget for travel grants. Maurer seconded; the motion carried unanimously.

II. Funding the Highest-Rated Proposals:

A. Krug stated that, when she created the list of top proposals, she included those that had received multiple first-place ratings and/or no ratings lower than 25th. Dyer asked if there were some way for all members to receive a printout of these electronic ratings. Krug said that she would discuss the matter with Patricia Hendrix (CET).

Dyer moved that the committee fund the six highest rated proposals as a group. Maurer seconded. After discussion, the motion passed unanimously.

B. Krug opened the discussion regarding the next six highest rated proposals. One's budget was inaccurate. After correcting that error, Molina second the motion to approve the six proposals. The motion passed unanimously.

C. Krug mentioned that a few other proposals had received one first-place ranking. She requested that the committee member who had ranked each one in 1st place present a compelling case for funding. Dyer spoke in behalf of one proposal that included travel to two destinations.

(Funding guidelines do not allow travel to two destinations.) After discussion, he made a motion to fund that proposal only partially. Maurer seconded; the motion passed unanimously.

Molina spoke in support of another proposal. Dyer moved to fund the proposal, and Molina seconded. The motion passed unanimously.

Although the committee members who had ranked six other proposals in 1st place were not present, Krug requested that members discuss those proposals. The committee decided not to fund three proposals. It decided to fund two others and to partially fund one whose applicant requested support for two conferences. The committee approved funding for only one conference.

III. How Much Funding to Commit:

Dyer moved that the committee increase the budget maximum (I above). The total allocation for Grants for Improvement of Instruction and Grants for Professional Travel should not surpass 66.66% of the total budget for three funding cycles. Maurer seconded; the motion passed unanimously.

The committee allocated \$18,224 to fund or partially fund 17 proposals.

IV. Not Funding the Lowest-Rated Proposals:

A. The committee voted unanimously not to fund the remaining.

B. For the remainder of the meeting, committee members reviewed each proposal (#1-#23) to provide written reasons for the decision to provide no funding. Krug requested that Molina and Clark send her reasons for not funding #24-#31, that Maurer and Arroyo send reasons for #32-40, and that Dyer send reasons for #41-49. Krug would also supply reasons for #41-#49.

V. Additional Concerns:

Dyer suggested that the committee consider creating a “mock winning proposal” for applicants to use as a guide.

The meeting was adjourned at 12:30 p.m.

Based on minutes taken by Cassandra Arroyo
Submitted by Clara Krug
CLASS Senator

P.S. Clara Krug signed all 50 letters on Wednesday, October 25.

**THE MEETING OF THE
FACULTY DEVELOPMENT COMMITTEE OF
GEORGIA SOUTHERN UNIVERSITY
Tuesday, October 31, 2006
Scheduled for 11:00 a.m.-12:15 p.m.**

Members present: Alan Altany (Provost's Office), Ken Clark (COE), Bob Fernekes (Library), Clara Krug (CLASS, Senator), Trent Maurer (CHHS), Gustavo Molina (COST), Jack White (COBA).

Clara Krug called the meeting to order at 11:05 a.m.

I. An Applicant's Request:

Krug reported that an applicant who had not received funding for professional travel had requested an explanation. The committee reviewed the application to provide additional details for Krug to share with the applicant.

II. Concerns Identified at the Meetings of October 3 and 17:*

A. Should department chairs be eligible for funding?

The committee voted unanimously to include the following wording in the guidelines:

Full-time faculty members are eligible, with the exception of those who have signed an Administrative A contract.

B. If two faculty members apply for travel funds in the same proposal, should only one be eligible?

The committee voted unanimously to include the following wording in the guidelines:

Each professional travel grant is awarded to only one individual.

C. Since the identity of the faculty member proposing a project/travel funding is to be confidential, how should committee members treat a proposal that identifies a colleague/co-presenter?

The committee voted unanimously to include the following wording in the guidelines:

The applicant should not refer to a co-presenter or other potential beneficiary of funding by name. It is the applicant's responsibility to maintain confidentiality.

D. Should members of the committee be eligible to receive grants or an Award for Excellence in Instruction while they serve on the committee?

The committee voted unanimously to include the following wording in the guidelines:

No member of the Faculty Development Committee may receive a faculty development grant or an Award for Excellence in Instruction while he or she serves on the committee. Nor may he or she nominate someone for the award or write a letter of recommendation for a nominee for the award during this term of service.

E. Some applicants did not follow directions/did not include all information. Should the committee prepare a sample successful proposal for each funding cycle as a guide for potential applicants?

The committee unanimously approved the following wording for the guidelines:

1. In awarding travel grants, the committee gives preference to those making presentations, proposing participation that has the potential for a strong impact on student learning, performing professional service that requires conference attendance (respondent, member of an executive board, etc.), and/or enhancing their professional development.
2. Given the anticipated number of proposals and limited resources, each applicant needs to provide evidence of cost-share and/or attempts to secure cost-share. Cost-share may include partial subsidization by the applicant's department or college or by the applicant.
3. Any proposal that does not satisfy all guidelines is ineligible for funding.

F. Are faculty members with temporary contracts eligible to receive an Award for Excellence in Contributions to Instruction?

The committee did not vote on this question. However, the consensus was that the Faculty Development Committee should consider all credentials submitted and allow each candidate's credentials to speak for that candidate.

III. Additional Business:

Clara Krug will ask Amy Heaston to remind faculty of the November 17 deadline for nominating colleagues for the Award for Excellence in Contributions to Instruction.

The meeting was adjourned at 11:50 a.m.

Submitted by Clara Krug
CLASS Senator

* All references to changes in wording apply to the 2007-2008 guidelines.

FACULTY RESEARCH COMMITTEE

Chair: John Nauright, CHHS

No Report

FACULTY SERVICE COMMITTEE

Chair: Patricia Walker, CLASS

Faculty Service Grant Committee Meeting
Georgia Southern University
Meeting Report

Monday, October 23, 2006
Conference Room, Marvin Pittman Administration Building
1:00 p.m.

Committee members Pat Walker, Chair, CLASS; Jorge Suazo, CLASS;
In attendance: Cynthia Frost, LIB; Kathy Thornton, CHHS; Bryan Griffin, COE;
Don Armel, COST; Ahmed Adu-Oppong, COPH; Amy Heaston,
Associate Provost (ex officio).

Others present: Ms. Tabitha Irvin, Faculty Service Grant Coordinator

Voting absentia: Cheryl Aasheim, CIT

Service Committee minutes:

The Service Awards Committee met on Monday, October 23. The Committee reviewed twenty-one grant applications requesting a total of \$38,647.71. Six applications were partially funded and nine were fully funded representing a total of fifteen awards granted totaling \$18,907.36.

Respectfully submitted,
Patricia Walker
Faculty Senate Representative and Chair, Faculty Service Committee

FACULTY WELFARE COMMITTEE

Chair: Mark Welford, COST

No Report

GRADUATE COMMITTEE

Chair: Ron MacKinnon, CIT

GRADUATE COMMITTEE MEETING

Chair: Dr. Ron MacKinnon

GRADUATE COMMITTEE MINUTES

October 12, 2006, 9:00 AM, College of Graduate Studies

Present: Dr. Ron MacKinnon, CIT; Dr. Sandra Nettles, COGS; Dr. Cindi Chance, Academic Affairs; Dr. Robert Cook, CIT; Dr. Barry Balleck, CLASS; Dr. Mary Hadley, CLASS; Dr. Constantin Ogloblin, COBA; Dr.

Bill Yang COBA; Dr. Goran Lesaja, COST; Dr. Xiezhong Li, COST; Dr. Kari Fitzmorris, CPH; Dr. Sonya Shepherd, LIB; Dr. Robert Fernekes, LIB; Dr. Fayth Parks, COE; Dr. John Parrish, COST;

Others: Dr. Dick Diebolt, COGS; Ms. Melanie Reddick, COGS; Ms. Jeanne Coleman, COGS; Ms. Candace Griffith, VPAA; Mr. Mike Deal, Registrar's Office; Dr. Barry Joyner, CHHS; Dr. Dan Czech, CHHS

Dr. Ron MacKinnon, Chair, called the meeting to order on Thursday, October 12, 2006 at 9:00 AM.

I. APPROVAL OF AGENDA

The agenda was approved as written.

II. GRADUATE EDUCATION DISCUSSION TOPIC – BOOSTING GRADUATE ENROLLMENT

Dr. Sandra Nettles, Acting Dean, led a discussion with the Graduate Committee on the topic, "Boosting Graduate Enrollment." The discussion focused on the goals for graduate enrollment (20% of total student enrollment by 2010) and strategies to increase graduate enrollment from its current level of 12%. Activities have included publicity on and off campus, recruitment at graduate fairs, and an array of messages to accepted students. The Office of Admissions has hired a Graduate Student Recruitment Manager.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF EDUCATION

Department of Teaching and Learning

1. Program Revision

M.Ed. in Secondary and P-12 Education – Add a second track in Foreign Language Education with teaching concentrations in French or Spanish

Justification: The various M.Ed. programs in the various teaching fields were merged into a M.Ed. in Secondary Education with concentrations in English, Mathematics, Social Science, Science, Technology, and Business. In 2005, a proposal was submitted to change the title to a M.Ed. in Secondary and P-12 Education, with same concentrations, in order to add additional teaching concentrations from the various P-12 teaching fields as needed. With the shortage of foreign language teachers in the state, the need to provide advanced course work for teachers supports adding a secondary track in foreign language with teaching concentrations in French and Spanish to the M.Ed. in Secondary and P-12 Education.

M.Ed. **SECONDARY AND P-12 EDUCATION** 36 HOURS

~~(With concentrations in Business Education, English Education, Mathematics Education, Social Science Education, Science Education, or Technology Education.~~

Advising: Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate (T4) or equivalent in one of the following selected areas of concentration: Business Education, English Education, Mathematics Education, Social Science Education, Science Education, Technology Education, ***French Education, Spanish Education***, or related field.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

***Study Concentration/Track One:36 hours:
Secondary Education with Concentrations in Business Education, Mathematics Education, Social Science Education, Science Education, English Education, or Technology Education (Grades 6-12)***

Professional Education Core Requirements 6 Hours

EDUF 7130 - Learning Theories & Applications (3)

EDUR 7130 - Educational Research (3)

Specific Requirements 6 Hours

MSED 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)

*SCED 8633 - Seminar in Secondary Education (3)

*Not required for candidates concentrating in Technology Education; substitute an advisor-approved course

Advanced Subject-Specific Methods Courses in the Concentration Area9 Hours

Teaching Field Courses in the Concentration 12 Hours

12 hours of graduate teaching field courses in the selected concentration approved by the advisor

Elective 3 Hours

Study Concentration/Track Two:

Foreign Language Education with concentrations in Spanish or French36 Hours:

Professional Education Core Requirements6 Hours

EDUF 7130 - Learning Theories & Applications (3)

EDUR 7130 - Educational Research (3)

Teaching Concentrations in French or Spanish15 Hours

Select one of the following options:

Option 1: Teaching Concentration in Spanish:

SPAN 7130 Second Language Acquisition in Spanish (3)

SPAN 7131 Stylistics in Spanish (3)

9 hours of graduate Spanish courses approved by the advisor (9)

Option 2: Teaching Concentration in French:

FREN 5130G Advanced Grammar (3)

FREN 7130 Second Language Acquisition in French (3)

9 hours of graduate French courses approved by the advisor (9)	
Advanced Methods Courses	6 Hours
FORL 7231 Foreign Language Curriculum (3)	
FORL 7232 Foreign Language Methods (3)	
ESOL Endorsement Courses:.....	6 Hours
ESOL 5233G Applied Linguistics: ESOL(3)	
ESOL 5234G Cross-Cultural Issues for ESOL(3)	
Elective.....	3 Hours

OTHER PROGRAM REQUIREMENTS

· **For all tracks, must successfully complete assessments identified at each program transition point.**

Motion: Dr. Fayth Parks moved to approve the program revision from the Department of Teaching and Learning. Dr.

Sonya Shepherd provided the second. The motion was passed.

COLLEGE OF BUSINESS ADMINISTRATION

School of Accountancy

MEMO

To: Graduate Council
Georgia Southern University

From: Thomas Buckhoff, Associate Professor of Forensic Accounting
Charles Harter, Director
GSU School of Accountancy

Date: September 29, 2006

1. Request for approval to allow transfer students admitted into the Master of Accounting program to take five undergraduate courses over the summer.

A Prerequisite for admission to the Georgia Southern University Master of Accounting—Forensic Accounting concentration is completion of the following five courses, which make up the undergraduate minor in fraud examination:

ACCT 4631—Macro Fraud Examination
ACCT 4632—Micro Fraud Examination
LSTD 3630—White Collar Crime
LSTD 3631—Fraud and the Law
ACCT 5633—Forensic Interviews and Interrogations

To accommodate those students who completed their undergraduate accounting degrees at other institutions, we would like to offer the above five courses each summer, beginning in mid-May and ending in mid-July. As a result, transfer students could complete all five of the required undergraduate courses during the summer and then be admitted into the Master of Accounting program for the fall.

We understand that policy precludes students from taking more than 12 credit hours during the summer. Accordingly, we request that students who are transferring to GSU to pursue the Master of Accounting—Forensic Accounting concentration be allowed to take the above five courses, consisting of 15 credit hours, over the summer. By attracting these transfer students we have an opportunity to substantially increase our graduate enrollments in the Master of Accounting program. Further, we feel that this request is justified for three reasons:

1. The transfer students will have already completed degrees at other institutions and will be highly motivated to succeed in our program.
2. If transfer students are restricted to 12 courses during the summer, they will have to take the fifth undergraduate course concurrent with their Master of Accounting courses during the fall, which would put them at a significant disadvantage with respect to their non-transfer-student classmates.
3. The five courses are undergraduate courses and are not as academically rigorous as graduate courses.

Thank you for considering our request. Let us know if you need any more information from us.

MOTION: Dr. Bill Yang moved to approve the proposal from the School of Accountancy. Dr. Robert Fernekes provided the second. The motion was passed.

MOTION: Dr. Robert Cook moved to table the proposal from the School of Accountancy to permit students to take 5 pre-requisite courses during one summer, until a representative from the School of Accountancy could attend a Graduate Committee meeting to discuss the proposal. Dr. Constantin Ogloblin provided the second. The motion was passed.

COLLEGE OF HEALTH AND HUMAN SCIENCES

Department of Health and Kinesiology

1. Program Revision -

MS Kinesiology – Coaching

MOTION: Dr. Robert Cook moved to remove the program revision from the Department of Health and Kinesiology from the table. Dr. Robert Fernekes provided the second. The motion was passed.

ONLINE COACHING EDUCATION PROPOSAL

The Department of Health and Kinesiology is currently proposing that the Master's of Science Degree in Kinesiology with an emphasis in Coaching Education move from an on-campus program to a fully online program.

This proposed shift would not change the essence of the curriculum, as all of the courses will be maintained. The only change that will take place is the move from on campus to fully online.

The rationale for this proposal is five fold:

- 1. This program would allow students from areas where programs do not exist to earn their master's degree. Since there are limited online experiences for students interested in online coaching education across the country, this program will allow them to maintain their positions and still earn their Master's Degree.*
- 2. Current researchers from Texas A&M who surveyed coaches around the country revealed that coaches were more likely to pursue further education if it were offered online.*
- 3. Ball State University offers the only known fully online coaching education program in the nation. Ball State University enrolls over 80 students throughout the 2 YEAR program.*
- 4. This program would help increase the overall graduate student enrollment numbers for the M.S. in Kinesiology Degree. The number would increase from 8 to over 50-60 students and would fit GSU's strategic plan of increasing graduate student numbers.*

5. Since this program will be "online and application-focused," it will meet our university's mission of being innovative and learning centered.

Graduate students will be provided online coursework and practicum experiences with the goal of achieving: level 5 coaching status (THIS IS NOT A TEACHING CERTIFICATION DEGREE, we have talked with our departmental TEC representative, Dr. JOANNE CHOPAK-FOSS who agreed that this program should not go through TEC), competence in diverse areas, personal development, volunteerism, diverse mindset, intellectual inquiry and wellness, and sound professional ethics.

ONLINE COACHING EDUCATION PROGRAM CURRICULLUM

This four-semester graduate program will offer all didactic coursework online. An applied practicum capstone experience will be implemented so that students can gain coaching experience in a supervised setting, interact with professionals to develop coaching skills, and ask theoretical questions.

ONLINE COACHING CURRICULUM SCHEDULE (PRACTICUM ONLY)*

SUMMER 1 A
RESEARCH METHODS
PSYCHOLOGY OF PEAK PERFORMANCE

SUMMER 1 B
DATA ANALYSIS
TEAM DYNAMICS

FALL 1
SPORTS ADMINISTRATION
TEACHING ANALYSIS
PRACTICUM**

SPRING 1
SPORTS BIOMECHANICS
PREVENTION AND CARE OF INJURIES
PRACTICUM**

SUMMER 2 A
CURRENT ISSUES IN COACHING
PRACTICUM**

SUMMER 2 B
CURRENT ISSUES IN SPORT PSYCHOLOGY
SPORTS PHYSIOLOGY

*It is important to note that this degree does not certify teachers or coaches.

**To ensure quality interaction, practicum experiences will be digitally videotaped, sent to the supervisor via email, and analyzed by a supervisor through Noldus. In addition, phone and chat room interaction will take place with each practicum supervisor and student. Lastly, weekly journal logs will be sent to each supervisor.

ONLINE COACHING EDUCATION VISION

The vision of this online coaching education is to be identified as the first online coaching education graduate program at a regionally accredited university in the Southeastern part of the United States. The emphasis of this model online program will assist graduate students to develop the theoretical knowledge, pedagogy skills, and coaching abilities for Level 5 Coaching Status.

This graduate online program will foster each student to think critically, create an ethical philosophy to performance enhancement, and gain knowledge from a multidisciplinary approach. Because this graduate program will be online, the resources needed to implement the program will be minimal. This program will be designed to meet the diverse needs of today's college student, as well as the future, by taking into account the working professional and their need to further their education.

ONLINE COACHING EDUCATION PROGRAM GOALS

The Online coaching education Program Faculty will support the following goals:

- Prepare students for level 5 coaching careers at the College and elite High School level.
- Create a program that enhances engagement from an electronic perspective, through group discussions, one on one chat experiences, videotaping, and teleconferencing.
- Gain National recognition as an Online Coaching Education Graduate program known for its quality instruction and applied experiences.
- Faculty and students will develop relationships with a broad range of diverse populations with evidence of strong professional ethics.
- Provide students with rich, multidisciplinary experiences.
- Program will be in direct agreement with the National Council on the Accreditation of Coaching Education Program Accreditation.

CURRENT UNIVERSITIES WITH ONLINE COACHING EDUCATION PROGRAMS

By being one of the only online graduate programs in the U.S., this program would give access to individuals who normally may not have access to a graduate program in online coaching education.

Currently there are no coaching education programs in the state of Georgia, let alone a totally online program. Our program could serve the rural Georgian coach who may not have the ability to earn their master's degree in coaching education.

We anticipate that teachers, coaches, and recent graduates will apply to the program with the idea that they can maintain their professional positions/occupation and still earn a Master's Degree.

Since this program is the first of its kind, we believe many schools will take notice of the marketability, and professionalism of having an online program.

RESOURCES NEEDED

- This established program will be housed within our department/college with a stable faculty who have extensive online teaching expertise
- Other than an equipped office space, no other specialized teaching space is required.
- Additional professional development funds equivalent to other faculty in the department will be needed.
- The curriculum incorporates existing courses, thus the curriculum development experience will be less labor intensive.

-No other library resources will be needed. Sport Discus, Psych info, Medline...will be sufficient.

-Meeting with Cynthia Frost.....A system is in place for off campus ILL, where students will be mailed manuscripts or specific book pages.

-Learning outcomes are assessed through established college and department procedures and processes regarding program competencies, in accordance with the University's *Instructional Delivery Plans for Externally Offered Graduate Programs*. Students will be able to assess the instructor and course through webct technology. Robby Ambler would be the resource person to help make sure the student evaluations are confidential.

-WEBCT VISTA will provide our infrastructure.

MOTION: The motion to approve by Dr. Robert Cook, and seconded by Dr. Ming Fang He was approved.

IV. UNFINISHED BUSINESS

During the September 14, 2006 Graduate Committee meeting, the meeting schedule for the current academic year was reviewed and it was decided that revisions needed to be made. The committee approved the schedule for meeting times and dates; however, it was the consensus of the committee that the agenda deadline dates needed to be changed.

Based upon discussion, the agenda deadline dates were revised as indicated in the attached.

MOTION: Dr. Robert Fernekes moved to approve the agenda deadline dates. Dr. Goran Lesaja provided the second. The motion was passed.

Schedule of Meetings Graduate Committee (GC) 2006-2007 Academic Year

Meeting Date	Meeting Time	Meeting Location	Agenda Items Due to Registrar's Office	Agenda Items Due to GC Recording Secretary	Agenda Items on Web
September 14, 2006	9:00 a.m.	COGS Conference Room	-----	August 31, 2006	September 7, 2006
October 12, 2006	9:00 a.m.	COGS Conference Room	September 21, 2006	September 28, 2006	October 5, 2006
November 9, 2006	9:00 a.m.	COGS Conference Room	October 19, 2006	October 26, 2006	November 2, 2006
 January 25, 2007	9:00 a.m.	COGS Conference Room	*December 21, 2006 <small>*Due to December Holidays</small>	January 11, 2007	January 18, 2007
February 22, 2007	9:00 a.m.	COGS Conference Room	February 1, 2007	February 8, 2007	February 15, 2007
March 22, 2007	9:00 a.m.	COGS Conference Room	March 1, 2007	March 8, 2007	March 15, 2007
April 26, 2007	9:00 a.m.	COGS Conference Room	April 5, 2007	April 12, 2007	April 19, 2007
May 24, 2007	9:00 a.m.	COGS Conference Room	May 3, 2007	May 10, 2007	May 17, 2007

**Last meeting for items to be included in the 2007-2008 catalog.*

V. NEW BUSINESS

Dr. Diebolt informed the Graduate Committee of GRE General Test changes and distributed a handout on the changes from the GRE Website.

Dr. Robert Cook asked if a GRE Test Preparation Service existed at GSU. The Committee responded that a Test Preparation Service would be very helpful to prospective graduate students and would like to investigate the possibility of establishing one.

VI. OTHER

Dr. Ron MacKinnon offered congratulations to Dr. Nettles on the discussion topic, Boosting Graduate Enrollment.

A Graduate Committee List Serv has been established to enable Committee members to discuss or suggest various appropriate topics of interest for future Committee meetings.

The Chair, requested that committee members please contact the originators of proposals about substance or wording prior to a meeting. The agenda items are posted prior to each meeting as shown in the attached schedule.

Dr. Sonya Shepherd invited the Graduate Committee to visit the Henderson Library which led to the question could we hold the next meeting in the library. Dr. Shepherd said she would check on it and let the committee know. The November Graduate Committee meeting will be held in the newly renovated Henderson Library.

VII. ANNOUNCEMENTS**VIII. ADJOURNMENT**

There being no further business, the meeting was adjourned on October 12, 2006 at 10:00 AM.

Respectfully submitted,

Melanie Reddick
Recording Secretary

Minutes approved by email to Graduate Committee on November 6, 2006. No negative votes were received.

LIBRARY COMMITTEE

Chair: Sonya Shepherd, LIB

**Library Committee Meeting Minutes
October 23, 2006**

Meeting began at 1:00pm

Sonya Shepherd:

- **Welcome & Introduction of Committee Members**

Sonya welcomed everyone to the first library committee meeting. The committee agreed that Mondays at 1pm were convenient meeting times. Check your P.O. Box for an informative packet regarding the library committee and survey results to be discussed in the meeting. We are still looking for a student representative from the College of Graduate Studies. The purpose of the library committee as outlined by the Faculty Senate Bylaws was distributed and everyone was asked to review it. Chabre Woods, SGA Representative, agreed to serve as the secretary for the Library Committee.

Dean Mitchell:

- **EBDM Goals/Budget**

The three aspects of library performance of the survey are the library comprehensive survey, benchmark comparison, and the webpage. Some results of the surveys were anticipated however we were also surprised at some of the results. There was a great deal of variation among the results. We would like to focus on faculty doing grant proposals as our expectations rise. It has been difficult for the University to provide funding. Our overall quality of service is not where we would like it to be and we are working to bring these scores up. Georgia Southern is remodeling the University webpage and we will try to make cosmetic changes as well as ease navigation.

- **Building Update**

The new addition to the library was opened on Oct. 1, much later than we hoped. The contractors fell behind but we definitely eliminated some safety problems by waiting. If we would have waited longer, we would've inconvenienced students with greater time periods without computers. Light fixtures should be arriving any day for the areas the contractors left out. Construction remains interference throughout the building. We have been working on the tradition of trying to restrict group study to certain floors. Also, quiet floors have personnel to enforce these rules. The automated retrieval system is working smoothly. The other part of the addition is expected to open in 2008. Hopefully, we will move in during the summer. There is a link on the website where people can schedule tours.

- **LibQual Survey Results**

Faculty and grad students are less impressed with availability of resources in the library. Our library staff has not had systematic customer service training recently. This is reflected in the results. However, all personnel will be attending a Customer Service workshop to be conducted by SOLINET in December. The library committee can help by sharing experiences and finding roots to these problems. We also can reach out to the

people who don't use the library. Maybe we can try surveys by phone or more open ended questions.

- **Information Commons**

Hopefully, we will have an Information Commons where all questions about research and computers can be answered without going to multiple service desks. We will send out a survey about the Information Commons. The library has been studying Information Commons at other universities. The tentative date for the survey is before Thanksgiving.

- **Other Topics**

- Academic Integrity Software: requires licensing. Possible proposals for tech committee for license.
- Organized dialogue on Academic Integrity Software
- Wait times for off-line journals
- Faculty meetings in library to get acquainted
- First-Year Task Force: we can express importance of library. Library assignments are not required for GSU 1210 classes.

- **Announcements**

Check your email for the time and date for our next meeting.

- **Adjournment**

Meeting was adjourned at 2pm.

Library Committee Minutes November 13, 2006

Meeting began at 2:05pm.

- **Old Business**

A draft was submitted for the learning commons survey and will be sent out as an Eaglegram. There will also be hard copies available at the library for those who may not check their email frequently along with a link on the websites. Hopefully we will have results by next semester. We should talk to students and friends to promote the surveys.

We were trying to draft a letter of support for the first-year experience task force but they have already delivered a report to the provost. A motion was made for the Library Committee to endorse incorporating information literacy skills into the first year experience. The motion had a second and all were in favor.

We are looking into conducting a study to determine why select GSU community members do not use the library. We should probably start with faculty who have never checked out a book or video. We should ensure confidentiality in the survey. We should also target faculty who have stopped coming to the library. For example, there was concern expressed about frustration over journals arriving late and not being shelved in a timely manner. Some teachers who have bad experiences may simply stop using the library. We also do not want to limit the surveys to specific departments, even though faculty in some disciplines may have little reason to use the

library. The idea of combining e-reserves and Web CT was presented. Also, we will work on a plan wherein patrons would receive follow-up emails requesting feedback on their most recent library experience.

Some committee members suggested the librarians offer more workshops for faculty, and be prepared to propose concurrent sessions for the new faculty orientations. The outlines for the workshops will be similar to student orientations. Attendance at prior faculty workshops has been light. Timing could be a problem. Workshops should be available even when only two or three faculty from a department are interested. The idea of online workshops was also discussed.

- **New Business**

The Database Analysis handout summarizes our first steps in doing a review of our database usage and impact. As our budget grows we will be able to add databases that we know will be used and delete others that are no longer needed. Some databases are not used often, but they cost a lot of money. Ideally, we will identify databases which overlap so much that we really don't need both. Proquest and EBSCO may be examples of databases that overlap so much we could eliminate one and redirect the savings to a new subscription. We are investigating a looking at other schools and what they are using. Until we hear the recommendations from the library task force and consult with the academic departments that might be affected, no databases will be dropped.

Information literacy has always been a concern for our students. There is an information literacy exam that we will beta test through Web CT. Contact Sonya if you are interested in signing your spring classes up for this exam. For this test, any class level can participate. It is a forty minute exam with one attempt. About two percent of the questions are demographic but we will make them GSU specific. This exam is password protected, and instructions and troubleshooting are provided. After submitting, the correct answers will not display until the instructor gives approval. We think the software is supposed to provide feedback about correct and incorrect answers, but we need to check. If you would like one of your classes to participate, Sonya will need your name and my Georgia Southern login names for students participating in the pilot. The information literacy exam will be available in January.

- **Announcements**

Next time we will have a discussion on Academic integrity software. If you have any topics for discussion please email them to Sonya and we will add them to the agenda for the next meeting. As the end of the semester approaches, we can all work together and help Sonya come up with a meeting time for spring. Spread the word about the book exchange game at Gallery 33 West on December 7, 2006, beginning at 6:30.

Meeting was adjourned at 2:00pm.

SENATE ELECTIONS COMMITTEE

Chair: Charles Skewis, LIB

No Report

UNDERGRADUATE COMMITTEE

Chair: Donna Saye.

UNDERGRADUATE COMMITTEE

MINUTES

OCTOBER 17, 2006

3:15 P.M.

SCIENCE & TECHNOLOGY ROOM 2120

I. CALL TO ORDER

Present: Dr. Camille Rogers, Dr. Cheryl Aasheim, Dr. Donna Saye, Dr. Jim Klein, Dr. Leslee Higgins, Dr. Mary Marwitz, Dr. Michael Moore, Dr. Michael Reksulak, Dr. Rebecca Ziegler, Dr. Reed Smith, Dr. Stuart Tedders, Dr. Amy Heaston, Ms. Caroline James

Visitors: Ms. Candace Griffith, Dr. Cordelia Zinskie, Dr. Delena Gatch, Dr. John O'Malley, Ms. Kellie Pickett, Dr. Mark Edwards, Dr. Marlynn Griffin, Dr. Ron MacKinnon, Dr. Shahnam Navaee, Dr. Stephanie Kenney, Dr. Susan Williams, Mr. Wayne Smith

Dr. Donna Saye called the meeting to order at 3:20 p.m.

II. APPROVAL OF AGENDA

A Rogers/Zigler motion to approve the agenda was passed unanimously.

III. COLLEGE OF BUSINESS ADMINISTRATION

Dr. Leslee Higgins presented the following agenda items for the College of Business Administration.

Program Deletions

Human Resource Management Second Discipline

JUSTIFICATION:

Request from IT for reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of IT internship (IT 4790) for 3 hours credit in the Information Technology program. The reduction in hours means the second disciplines would effectively duplicate minors that already exist and open to all students at Georgia Southern. The faculty of the Department of Management, Marketing & Logistics do not believe the reduction in hours will serve students well and have elected to instead eliminate the Second Discipline in Human Resource Management.

Management*JUSTIFICATION:*

Request from IT for reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of IT internship (IT 4790) for 3 hours credit in the Information Technology program. The reduction in hours means the second disciplines would effectively duplicate minors that already exist and open to all students at Georgia Southern. The faculty of the Department of Management, Marketing & Logistics do not believe the reduction in hours will serve students well and have elected to instead eliminate the Second Discipline in Management.

Marketing*JUSTIFICATION:*

Request from IT for reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of IT internship (IT 4790) for 3 hours credit in the Information Technology program. The reduction in hours means the second disciplines would effectively duplicate minors that already exist and open to all students at Georgia Southern. The faculty of the Department of Management, Marketing & Logistics do not believe the reduction in hours will serve students well and have elected to instead eliminate the Second Discipline in Marketing.

Retail Point of Sales (POS) Systems*JUSTIFICATION:*

Request from IT for reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of IT internship (IT 4790) for 3 hours credit in the Information Technology program. The reduction in hours means the second disciplines would effectively duplicate minors that already exist and open to all students at Georgia Southern. The faculty of the Department of Management, Marketing & Logistics do not believe the reduction in hours will serve students well and have elected to instead eliminate the Second Discipline in Retail Point of Sales (POS) Systems.

Sales and Sales Management*JUSTIFICATION:*

Request from IT for reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of IT internship (IT 4790) for 3 hours credit in the Information Technology program. The reduction in hours means the second disciplines would effectively duplicate minors that already exist and open to all students at Georgia Southern. The faculty of the Department of Management, Marketing & Logistics do not believe the reduction in hours will serve students well and have elected to instead eliminate the Second Discipline in Sales and Sales Management.

Supply Chain Management**JUSTIFICATION:**

Request from IT for reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of IT internship (IT 4790) for 3 hours credit in the Information Technology program. The reduction in hours means the second disciplines would effectively duplicate minors that already exist and open to all students at Georgia Southern. The faculty of the Department of Management, Marketing & Logistics do not believe the reduction in hours will serve students well and have elected to instead eliminate the Second Discipline in Supply Chain Management.

A Ziegler/Rogers motion to approve these program deletions was passed unanimously.

IV. COLLEGE OF INFORMATION TECHNOLOGY

Dr. Camille Rogers presented the following agenda items for the College of Information Technology.

Course Revisions**FROM: IT 3131 - Web Application Design and Development**

Prerequisites: A minimum grade of "C" in IT 1130, IT 1430, and CISM 2230.

TO: IT 3131 - Web Application Design and Development

Prerequisites: A minimum grade of "C" in IT 1130, IT 1430, and CISM 2230. A minimum average GPA of 2.5 for IT 1130 and IT 1430.

JUSTIFICATION:

To set higher expectations of pre-IT majors in their first two IT courses.

FROM: IT 4234 - Network Operating Environments

Prerequisites: A minimum grade of "C" in CISM 3134 or CISM 3135.

TO: IT 4234 - Network Operating Environments

Prerequisites: A minimum grade of "C" in CISM 3134.

JUSTIFICATION:

CISM 3134 is sufficient as the prerequisite for this course.

A Rogers/Reksulak motion to approve these course revisions was passed unanimously upon approval at the next Enrollment Management meeting.

New Course**IT 5090 - Selected Topics in Information Technology**

Provides an opportunity for in-depth study of selected topics or emerging area in information technology. Prerequisite: Permission of Instructor. 3 credit hours.

JUSTIFICATION:

Selected Topics courses allow for specialized study in a specific or emerging area not offered through the rest of the information technology curriculum.

A Rogers/Reksulak motion to approve this new course was passed unanimously.

V. ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY

Dr. Delena Gatch presented the following agenda items for the Allen E. Paulson College of Science and Technology.

Course Revisions

FROM: PHYS 1113 - Physics Lab I

Lab Fee: \$0.

TO: PHYS 1113 - Physics Lab I

Lab Fee: \$20.

JUSTIFICATION:

A special course fee of \$20 is requested for the Physics Laboratory I courses. The purpose of the course fee is two-fold. First, it would assist in covering the cost of expendable materials necessary for maintaining the laboratory. Estimates based on previous expenses and enrollment indicate the laboratory cost approximately \$12 per student to maintain. Second, it would assist in providing funds for supporting teaching assistants. Estimates indicate this will cost approximately \$19 per student enrolled. Currently, the physics department is restructuring its introductory courses. In the past, lecture courses have been taught independent of the laboratory courses. PHYS 1113 laboratory courses consisted of an assortment of 25 students from various PHYS 1111 and PHYS 2211 lecture sections. In the new Studio Physics model, the lecture and laboratory courses are seamlessly integrated into one classroom setting. The projected size of the Studio Physics classes will be 48 students necessitating two teaching assistants per course.

FROM: PHYS 1114 - Physics Lab II

Lab Fee: \$0.

TO: PHYS 1114 - Physics Lab II

Lab Fee: \$20.

JUSTIFICATION:

A special course fee of \$20 is requested for the Physics Laboratory II courses. The purpose of the course fee is two-fold. First, it would assist in covering the cost of expendable materials necessary for maintaining the laboratory. Estimates based on previous expenses and enrollment indicate the laboratory cost approximately \$18 per student to maintain. Second, it would assist in providing funds for supporting teaching assistants. Estimates indicate this will cost approximately \$19 per student enrolled. Currently, the physics department is restructuring its introductory courses. In the past, lecture courses have been taught independent of the laboratory courses. PHYS 1114 laboratory courses consisted of an assortment of 25 students from various PHYS 1112 and PHYS 2212 lecture sections. In the new Studio Physics model, the lecture and laboratory courses are seamlessly integrated into one classroom setting. The projected size of the Studio Physics classes will be 48 students necessitating two teaching assistants per course.

A Smith/Rogers motion to approve these course revisions was passed unanimously.

VI. COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

Dr. Mary Marwitz presented the following agenda item for the College of Liberal Arts and Social Sciences. The Selected Topics Announcement was presented as information only.

Selected Topics Announcement

IDS 3090 - Principles of Leadership

JUSTIFICATION:

There is a national trend to prepare students for leadership positions on campus, in the community, and in the professional life after college. The University of Maryland houses the National Clearinghouse for Leadership Programs and highlights several universities offering for-credit Leadership courses throughout the country. The Principles of Leadership course at Georgia Southern will meet the need to better prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in Leadership necessary to be effective in a variety of settings. Students will develop an understanding of the components that make leadership successful. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives. Skills including interpersonal relations, problem solving, team building, collaboration, motivation, and communication will be addressed to assist in making students more prepared and marketable in the workforce post graduation. It is intended for students who are interested in gaining a foundation in leadership studies and extended coursework in applied aspects of Leadership.

VII. COLLEGE OF EDUCATION

Dr. Michael Moore presented the following agenda items for the College of Education.

New Courses

EDUC 2110 - Investigating Critical and Contemporary Issues in Education

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Corequisites: EDUC 2120 and EDUC 2130. 3 credit hours.

JUSTIFICATION:

This course is one of the Area F Professional Education courses approved by EPAAC and required for all education majors.

EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the

nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Corequisites: EDUC 2110 and EDUC 2130. 3 credit hours.

JUSTIFICATION:

This course is one of the Area F Professional Education courses approved by EPAAC and required for all education majors.

EDUC 2130 - Exploring Learning and Teaching

Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts. Corequisites: EDUC 2110 and EDUC 2120. 3 credit hours.

JUSTIFICATION:

This course is one of the Area F Professional Education courses approved by EPAAC and required for all education majors.

Additional statement requested by COE to be inserted:

Area F

Although our COE representatives plan to vote for these courses, at our department meeting October 13, 2006, a majority vote from our department agreed that these three courses imposed on our college, present a severe weakening of the knowledge base that our current program provides. Although our department has worked hard to maintain the integrity of our fieldwork experiences for our students, we feel that that the integrative knowledge base especially in the area of educational psychology and human growth and development has been severely weakened by three courses whose content were previously embedded in our existing courses. These new courses were imposed upon us which includes their content. These three courses are heavily prescribed and treat professors as technicians and not teachers. Our current program provides an integrated knowledge base with our program courses. The content and structure of the existing three courses are based upon empirical principles associated with best teacher education practices. We feel that these three imposed courses affect our university more adversely than most others as demonstrated by the acknowledged quality of our current graduates.

On a larger university level, these imposed courses are a threat to our academic freedom. To what extent does a university have the right and obligation to provide curriculum, courses and experiences that shape our graduates as Georgia Southern University graduates? It is our Area F now affected, whose Area F will be tested next?

We call on our academic leaders to resist the homogenization of any curriculum by those who wish to standardize university experiences.

A Moore/Rogers motion to approve these new courses was passed unanimously.

Course Revision**FROM: COED 2110 - PPB Practicum**

This pre-professional block practicum is designed to integrate and apply knowledge gained through class activities in each of the following PPB courses: EDUF 2120, Foundations of Education; EDUF 2121, Human Growth and Development; ITEC 2120, Instructional Technology; and SPED 2120, Introduction to Special Education. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum is one of the requirements for admission into the Teacher Education Program. Corequisites: EDUF 2121, EDUF 2120, SPED 2120, and ITEC 2120.

TO: COED 2110 - Pre-Professional Block Practicum

This Pre-Professional Block Practicum is designed to assist students to integrate and apply knowledge gained through class activities in each of the following Area F Pre-Professional Block courses: EDUC 2110, Investigating Critical and Contemporary Issues in Education; EDUC 2120, Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; EDUC 2130, Exploring Learning and Teaching. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum may be used to complete one of the requirements for admission to the Teacher Education Program. This course is needed only if student does not successfully complete the field component of the Area F Pre-Professional Block courses. Corequisite: None.

JUSTIFICATION:

Change: catalog description, co-requisites, and course title. With the revision of the Area F Pre-Professional Block, the courses EDUC 2110, EDUC 2120, and EDUC 2130 now include the field component required prior to entry in the Teacher Education Program. COED 2110 will be needed only if a student does not successfully complete the field component in Area F.

A Moore/Aasheim motion to approve this course revision was passed unanimously.

Revised Programs**All B.S.Ed. programs**

Revise Area F in the BSED Programs of Study to (1) delete the current Pre-Professional Block's (PPB) four courses and (2) add the three new PPB courses: EDUC 2110, EDUC 2120, and EDUC 2130.

JUSTIFICATION:

To meet Board of Regents requirements for Education Majors' Area F.

A Moore/Aasheim motion to approve these program revisions was passed unanimously.

Technology Education Second Discipline**Course Deletion****JUSTIFICATION:**

Reduction in number of hours of required courses from 21 to 18 hours in second discipline concentrations to allow for additional requirement of

IT internship [IT 4790] for 3 hours credit in the Information Technology program. Currently IT 4790 is required for no credit.

A Moore/Aasheim motion to approve this program revision was passed unanimously upon approval that CIT passes the hour change from 21 to 18 for Second Disciplines.

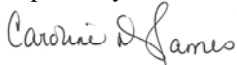
VIII. OTHER BUSINESS

➤ None.

IX. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 4:15 p.m.

Respectfully Submitted,



Caroline D. James
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair: Linda Bleicken, Provost

The Academic Advisory Council met on November 7, 2006 at 9:00 a.m. in room 2140 in the Allen E. Paulson College of Science & Technology. Report prepared by Godfrey Gibbison, Senate Librarian.

1. RPG Initiatives

1.1. Housing Initiatives – Vickie Hawkins and Curt Erwin ([handout 1](#))

University Housing is seeking to expand their Residential Interest Groups (RIGS). New RIGS are being planned for 2008. There is evidence that RIGS help with recruitment and retention and students who participate in RIGS tend to have higher GPA. The Program is in need of support from the colleges and faculty members. In particular, the program needs more classes to form the 7-hour common enrolment block around which a RIG is formed. The Program also needs one person from each college to serve on the RIG advisory council.

Amy Heaston suggests the RIG program needs to begin to look at sophomore programming. Vickie replied there are unexplored opportunities for colleges that only receive students as juniors. For example, interest groups could be formed around interest in an academic major. A professor from that department could teach a GSU 1210 section which would include only students interested in that major.

Cindy Chance asked if there were plans for housing for married graduate students. Vickie replied that she has survey data indicating there is a small need for housing for single graduate students. Starting summer 2007 graduate students will be able to live year-round in Southern Courtyard.

1.2. East Georgia Bridge Program – Linda Bleicken

Many students who enroll at Georgia Southern after attending East Georgia College are not successful. For example, students who transfer from East Georgia College comprise only 2.5% of the enrolment in COST but account for two-thirds of exclusions. The University will make a special effort to help these students succeed in college. A pilot program is being discussed. A first step is to look at what courses transfer students from East Georgia are most likely to enroll in and what courses they are more likely to fail ([handout 2](#)).

1.3. Course Registration Follow-up – Linda Bleicken, Amy Heaston and Mike Deal

By the third week of the registration period the majority of students have registered. However, 25% of students are usually not registered at the end of the three-week registration period. Various academic units need to follow up with students who have not registered. Mike Deal will provide colleges with a report of students who are enrolled but not registered for next semester, excluding students who are graduating in December. The general plan is that students who have not registered at the end of the three-week period will be sent a letter by their respective Dean. Students who are still not registered after the Thanksgiving break (registration is open during the break) will receive a follow-up phone call.

1.4. University Web Site – Stephen Ward, Scott Taylor, & Ron Stalnaker (IT Services)

National research shows 85% of prospective students use university websites to gather information on the university. Georgia Southern University's current web site uses a "calendar of events approach." IT Services is working on changing the navigational setting of the website (see [handout 3](#)). The new web site would have a new format, with a large rotating front picture similar to the one in the attachment. The top bar (blue and white) and the left bar (blue) would be the template for all campus web sites. Focus groups with current and prospective students indicate a preference for the new format.

1.5. First Year Task Force – Godfrey Gibbison

The First Year Experience Task Force has submitted a number of proposals to Drs. Bleicken and Heaston. The exact elements of the proposal are not being formally released until they have been discussed at the President's Cabinet. Drs. Bleicken and Heaston will meet with members of the Task Force on Thursday November 9 and Dr. Heaston will attend the Task Force meeting on November 10.

2. Additional Announcements

2.1. Alan Altany – The first issue of the new *International Journal for the Scholarship of Teaching and Learning* will be available in January 2007. There were many excellent submissions. In addition The CET will host an international conference "The SoTL Commons: A Conference for the Scholarship of Teaching and Learning," November 1-2, 2007.

2.2. Godfrey Gibbison – Gibbison asked why is it that faculty members were made aware of the Seniors to Sophomores initiative only after the initiative was basically a "done deal." Gibbison argued that to respond that the initiative is not within the jurisdiction of the faculty is not useful because when such initiative fails faculty members are often asked to join with the administration to "find a solution together."

[The answers from Dr. Bleicken and Dr Means were not substantially different from the responses already made public by SEC chair Pat Humphrey.]